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ABSTRACT

This handbook aims to help teachers use archaeological remains and historical evidence in and around Colchester (England). Investigations supplement studies at Key Stages 2 and 3 of the British National Curriculum and can also be used for cross-curricular topics. The book contains suggestions for work on the town walls, the British site at Gosbecks and the nearby dykes, and the development of the town after the end of the Roman period. The chapter titles include: (1) "Historical Background"; (2) "Timeline"; (3) "Documentary Sources"; (4) "Life in Colchester"; (5) "Educational Approaches"; (6) "The National Curriculum"; and (7) "Activity Sheets." A bibliography and resource section are also part of the text. (EH)

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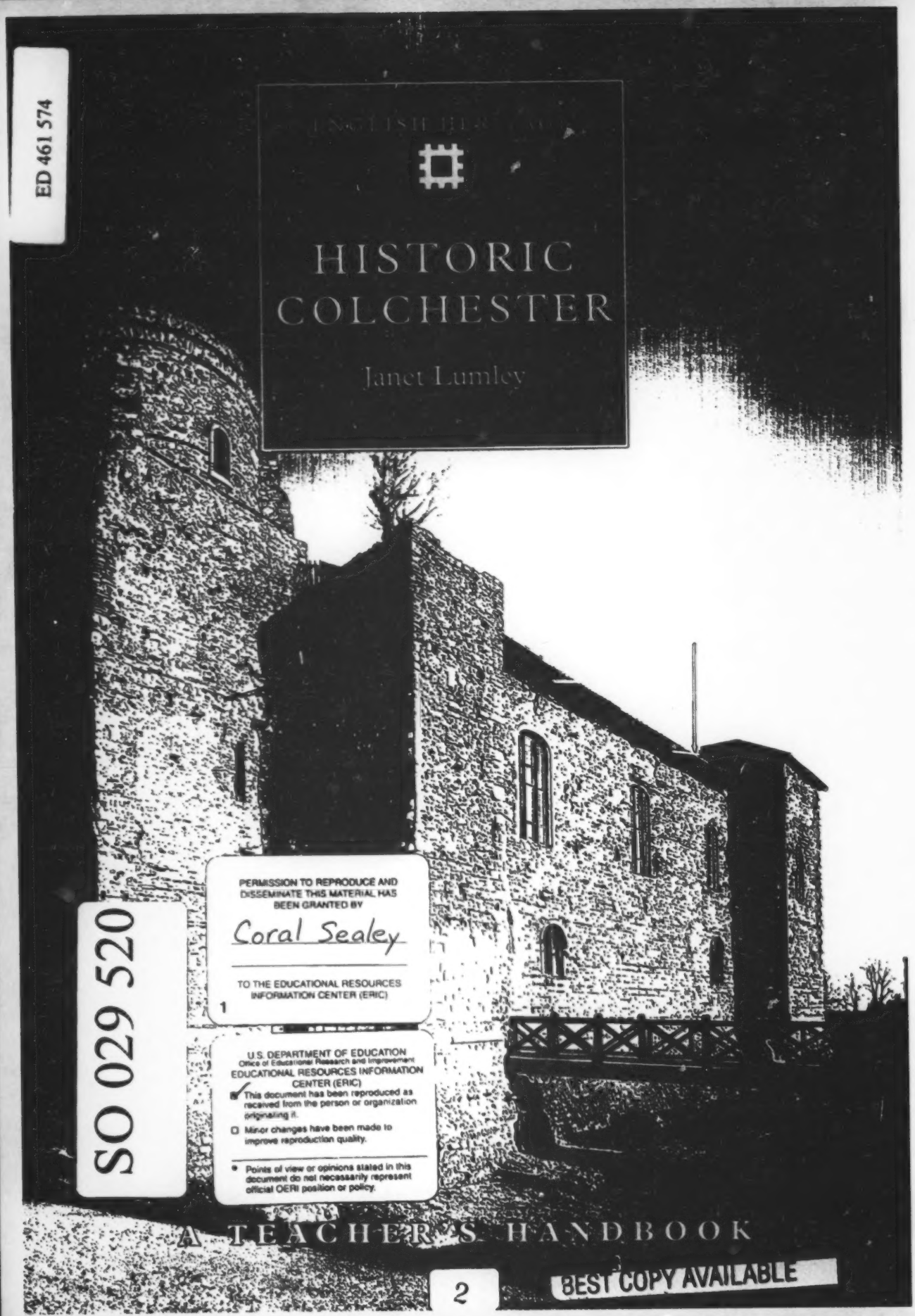

HISTORIC COLCHESTER

Janet Lumley

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A TEACHER'S HANDBOOK

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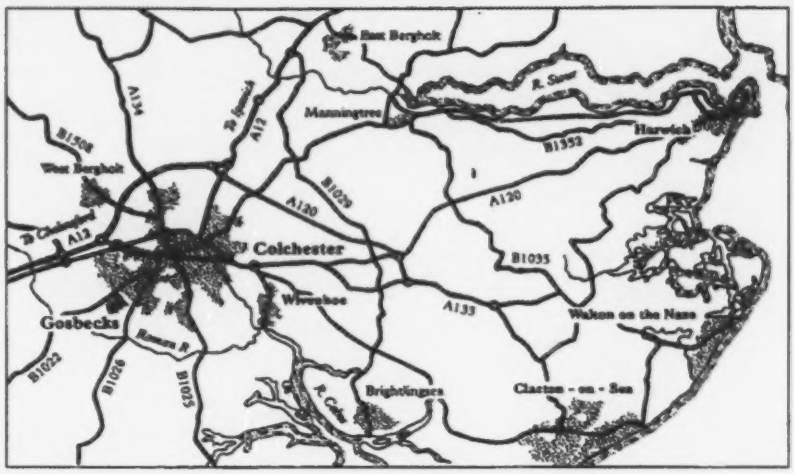
Arranging a visit

Location

Colchester is a large town 80km from London. It is on the A12 trunk road into Essex and also lies on the mainline rail link from London to Norwich. Gosbecks Archaeological Park is approximately three miles from Colchester town centre and is approached via the B1022 road to Maldon. Local bus services run close to the site. The surviving dykes lie to the west of the town centre. The best preserved can be found at O.S.Refs TL9523, TL9624 and TL9724.



Educational visits

Many of the sites in Colchester mentioned in this handbook, are freely accessible to pedestrians at any time. There is a charge for visits to the Castle Museum in Colchester and these can be booked through the Information Officer on 01206-282937. Parts of the surviving dykes are now public footpaths and are shown on local maps.

Visits by educational groups to Gosbecks Archaeological Park should be booked in advance. Details are available from the Museum Resource Centre, Ryegate Road, Colchester, CO1 1YG. Tel: 01206-282931.

Site facilities

Gosbecks is an open-air site with at present no permanent facilities. Colchester's Museum Education Service can provide teaching materials and advice about using the site.

The archaeological remains in Colchester all lie within the town centre which is served by a number of car-parks and the usual facilities. Coaches can drop off and collect parties from Cowdray Crescent outside the Castle Park at the end of the High Street. The Museum Education Service has a comprehensive range of teaching materials about Roman and Norman Colchester and a structured programme of visits for schools to the Castle Museum.

There are no facilities at the dykes and coach access is very limited. A preparatory visit by teachers is essential to determine dropping off and picking up points.

Wheelchairs can access all the sites although both the park at Gosbecks and the accessible dykes have grassed or earthen paths.

Site safety

Colchester town centre is a busy modern town with large volumes of traffic. Care must be taken to closely supervise educational groups at all times. None of the remains or dykes should be climbed on or damaged in any way. Gosbecks is an open park freely accessible to the public.

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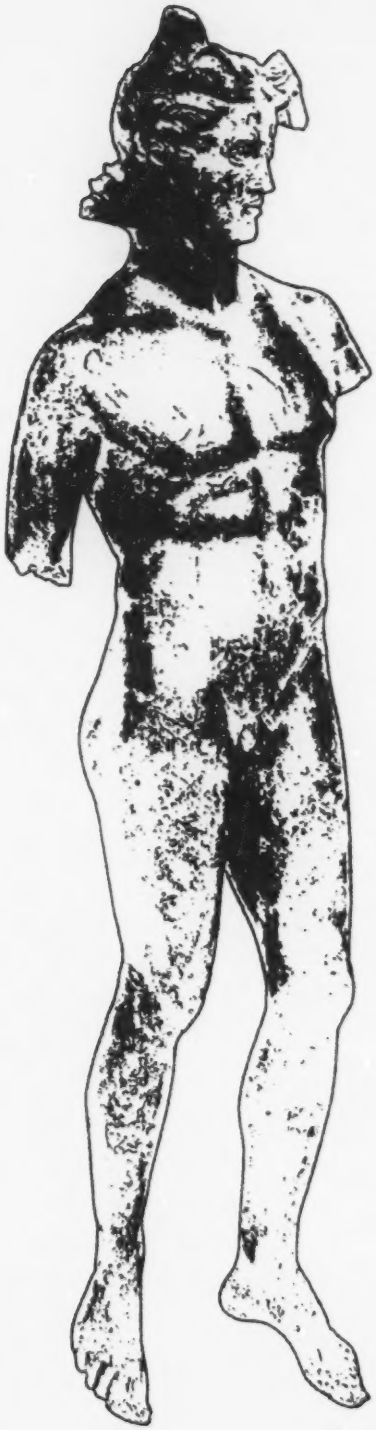
A teacher's handbook to

Historic Colchester

Janet Lumley



Colchester Museums

Bronze statuette of Mercury, the Roman god of merchants and travellers. Found at Gosbecks in Colchester.

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About this book

Colchester is a busy modern town, which began life as a Roman fortress nearly 2000 years ago.

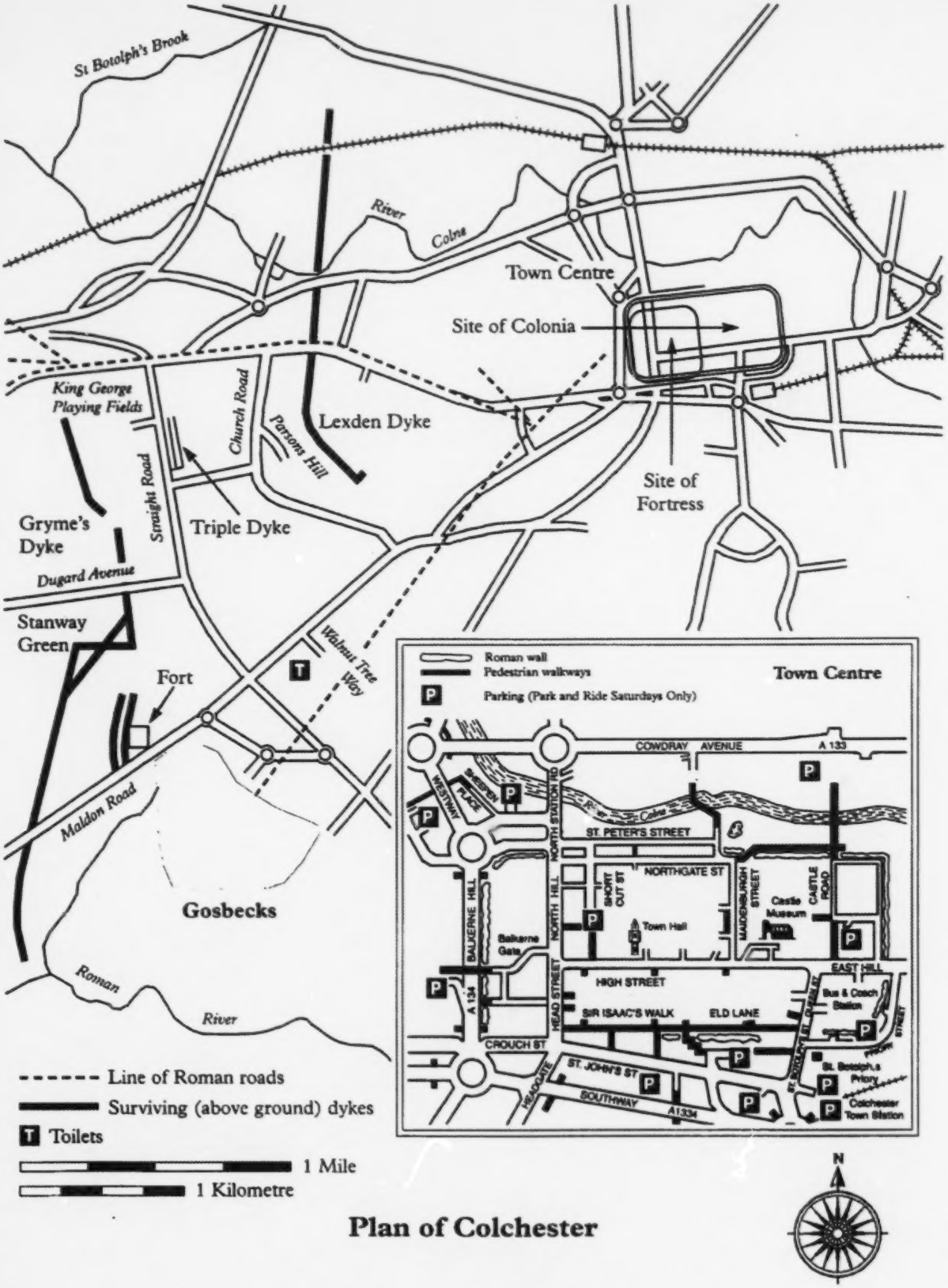
It was here in AD 43 that the invading Roman army established its first major military stronghold in its campaign to conquer Britain.

The large fortress was subsequently converted into an important Roman town which was built at a place already known to the Roman world as Camulodunum. This was the late Iron Age centre of the Trinovantes tribe, one of the most powerful Celtic tribes in southern Britain at the time of the invasion. Traces of a high status farmstead, belonging to the leaders of these people, has been found outside Colchester town centre at Gosbecks.

Colchester has been continuously inhabited since that time and its lengthy history is reflected in the monuments and buildings which can be seen today. Colchester's remaining Roman structures, as well as the British site at Gosbecks, will help pupils to understand the Roman invasion of Britain and the effects which the Roman presence had upon the British population. Medieval life is reflected in the town's castle and medieval buildings. A number of buildings in the town still provide evidence for the destruction caused by opposing armies in the English Civil War.

The aim of this handbook is to help teachers use the archaeological remains and historical evidence in and around Colchester. Investigations will supplement studies at Key Stages 2 and 3 of the National Curriculum, and can also be used for cross-curricular topics. The handbook contains suggestions for work on the town walls, the British site at Gosbecks and the nearby dykes, and the development of the town after the end of the Roman period.

Stockwell Street in Colchester



Plan of Colchester

Historical background

History

In the years before the Roman Invasion of AD 43, Britain consisted of a number of tribal kingdoms. Around AD 10, two of the major tribes in south-east Britain, the Catuvellauni and the Trinovantes, were merged into one large kingdom under the leadership of the Catuvellauni. On the eve of the Roman invasion, the Catuvellauni dominated the greater part of south-east Britain and it is now thought that the administrative and royal centre for this vast territory was at Camulodunum.

The power and influence of the Catuvellauni leaders was acknowledged by the Roman Emperor Claudius and so Camulodunum became the primary target for the invading army.

An impression of Iron Age warriors charging through the dykes of Camulodunum, by Peter Froste.

Camulodunum

Camulodunum had become a tribal centre of power by at least 25 BC when it served as the centre of a region covering roughly the same area as modern-day Essex and southern Suffolk and inhabited by the Trinovantes tribe. The settlement which covered an area of around 32sq km was described by the Romans as an oppidum, which to them meant an urban-type settlement at the centre of a large territory. At Camulodunum however, the oppidum was predominantly rural and was chiefly made up of large numbers of scattered farmsteads. There were also areas dedicated to specific types of activity. One, next to the River Colne at Sheepen, was a trading and manufacturing centre, as well as a port, whilst another at Gosbecks had a high status farmstead, probably the tribal centre, and a Celtic sanctuary.

Camulodunum became especially powerful and wealthy under a king called Cunobelin who was probably responsible for merging the two tribal areas of the Catuvellauni and the Trinovantes into one large kingdom. Although he was thought to be of Catuvellaunian descent he set up his royal court in the heart of the Trinovantian lands.

During his reign Camulodunum developed further the good trading and cultural relations already existing with the Roman Empire, which by this time included Gaul just across the English Channel. One Roman writer described Cunobelin as King of the Britons and whilst this was an exaggeration he does appear to have been seen by the Romans as a major force in the region.

The name Camulodunum means the dunum or fortified place of the Celtic war god Camulos. The fortifications were earthworks or dykes, built mostly along the western edge of the settlement. They are the largest group of such earthworks to be found in Britain and were intended as an impenetrable barrier between two rivers, one in the north and one in the south of the settlement. Built over a period of 75 years or so, evidence now suggests that some were built by the Romans up to 20 years after the invasion. Their true use is unclear.

They may have been solely intended for defence or may have been used as an impressive way of marking out this important settlement. They were an enormous undertaking, comprising a ditch up to 4.5m deep, and a raised bank running alongside the ditch and rising to a similar height above the ground. If put end to end they would have stretched for 19kms. They were a visible statement of the power of Camulodunum and its kings.

Gosbecks

The site at Gosbecks is believed to date from at least the late first century BC when the farmstead was first constructed by the leaders of the Trinovantes. Aerial photographs show a system of trackways fanning out from it into the surrounding countryside. Nearby, within an area protected by a very deep ditch, was some form of Celtic shrine. Both sites lay close to the dyke system.

The Roman Emperor Claudius ordered the invasion of Britain shortly after the death of Cunobelin, taking advantage of the unsettled political situation. The army marching inland, probably from Kent, crossed the Thames

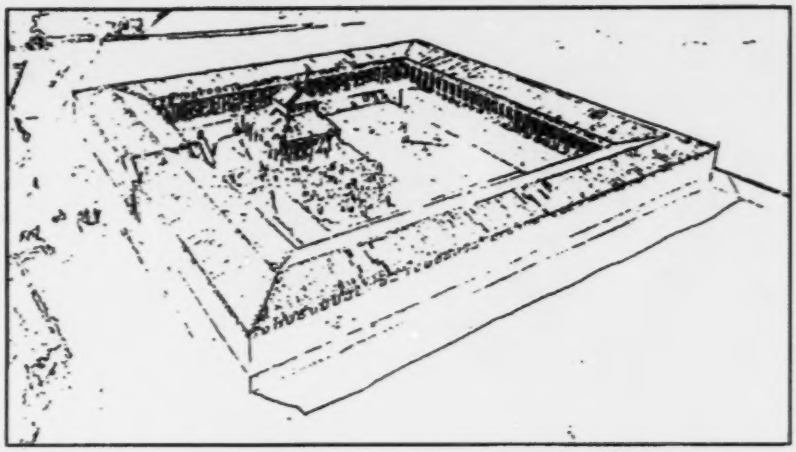
and stopped on reaching the area we today refer to as Essex. They then awaited the arrival of the Emperor who wished to lead the assault on Camulodunum. Historians disagree as to whether or not a battle took place in the settlement but it is recorded that a number of British kings surrendered there to Claudius.

A bronze head of Claudius believed to have come from a statue in Colchester

Colchester Museums

At some time between AD 43 and AD 61, the Roman army built a small timber fort close to the farmstead at Gosbecks. It was big enough to house around 500 soldiers, probably an auxiliary unit. A much larger fortress was built three miles away near the River Colne, this fortress later become the Roman town of Colchester.

The Romans were not interested in the land at Gosbecks and it was left for use by the native population. The farmstead may have remained in use during the early years of the Roman occupation, and recent excavations in the north of the site have revealed deposits and traces of buildings dating to the late first century. The wealthier members of the local native population adopted a Romanised style of living and they built a Romano-Celtic temple and a Roman theatre at Gosbecks. The temple was on the site of the earlier Celtic shrine close to the farmstead, and the theatre may have been a place for meetings as well as for entertainment. Both buildings were large and impressive and were of a style found in other Celtic areas of the Roman Empire.



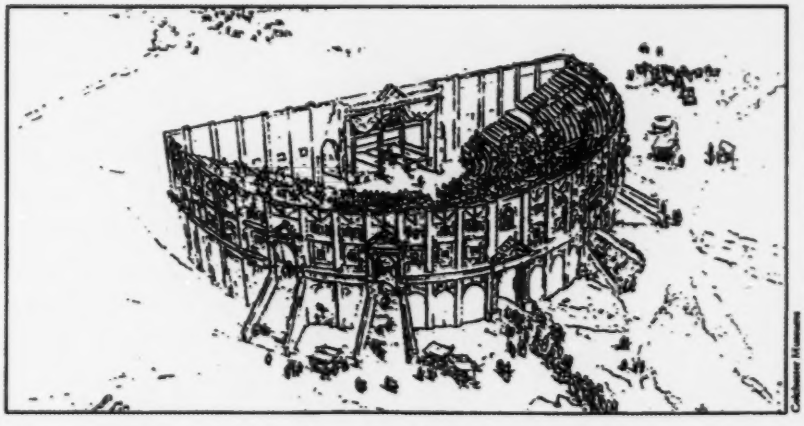
Colchester Museums

The Romano-Celtic temple at Gosbecks as it may have looked, by Peter Froste

A Roman statuette of Mercury was found near the temple in about 1945. Mercury, as well as being the herald of the gods, was also the god of merchants and travellers, which could indicate that the area was used regularly by merchants, and that perhaps markets were held there. More recently a ring bearing the image of Mars was found on the temple site. Both of these gods were commonly depicted in temples in Britain and the temple at Gosbecks may have been dedicated to one of them.

Archaeologists estimate that the theatre could have accommodated between 4000 and 5000 people seated and such large numbers suggest that some must have travelled from quite a distance. It is therefore possible that other buildings, such as an inn and a bathhouse, would have existed. Visitors came to make offerings or to pray, as well as for the festivals and religious ceremonies that were probably held there at regular times during the year. The theatre may also have been used for meetings of the local British administrative council. The area was certainly important enough for a substantial road to be built linking it to the Roman town three miles away.

The buildings at Gosbecks had been abandoned by the late fourth century and much of the building material removed for use elsewhere. In the thirteenth century the land came under the control of Roger de Gosebec and has since



Colchester Museums

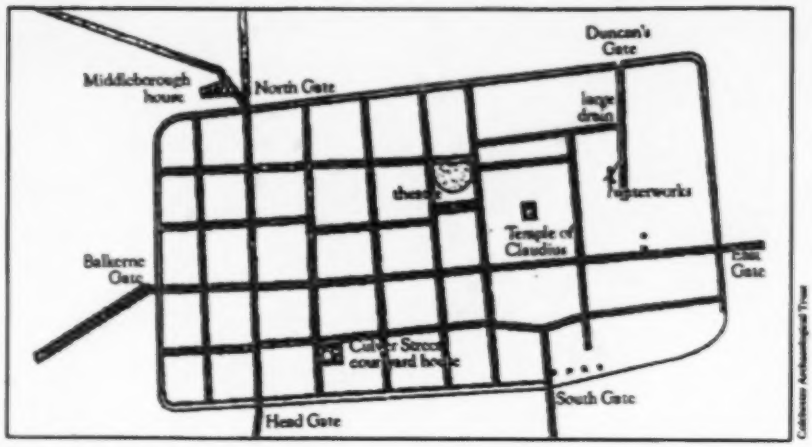
The Roman theatre at Gosbecks as it may have looked, by Peter Froste

only been used for agriculture. Today, because of the archaeological importance of the area the land is being managed as an archaeological park.

Roman Colchester

Roman Colchester began life as the large military fortress, the building of which started in AD 43 or 44. Its location was carefully chosen on a site overlooking the Colne valley, close to a navigable river and on land not previously inhabited by the native population. It also had a good supply of water from nearby springs. Anyone standing today at the top of North Hill in Colchester can see the military advantages of building a fortress here, as it not only overlooks the river, but also provides a good view of a large sweep of the surrounding countryside.

The fortress was built to accommodate the twentieth legion, which contained about 5000 men. There were at least 60 barrack blocks, as well as a number of administrative buildings, stores and workshops. The fortress was laid out on a grid pattern of north-south and east-west streets, with the buildings being slotted into the street layout. For defence a V-shaped ditch with an earthen bank, topped by a timber palisade, was constructed around the outside.



Plan of the Roman town, showing the town walls, streets and the principal buildings so far discovered

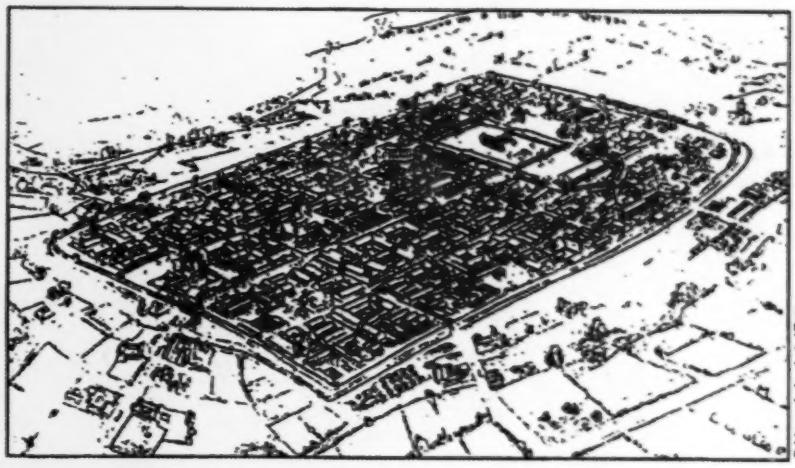
Two large Roman tombstones found in Colchester offer clues to the identity of the troops based in the area after the invasion. Both belong to soldiers who probably died in the period from AD 43 to AD 49. Longinus Sdapeze was an officer in the Thracian Cavalry, which was an auxiliary unit drawing recruits from among non-Roman citizens in countries conquered by Rome. Marcus Favonius Facilis was a centurion with the twentieth legion who came from northern Italy. Both tombstones, now on display in the Castle Museum, were found in a large Roman cemetery just outside the town.

In AD 49 when the area was thought to be secure, the military units left and the fortress was converted into a prestigious Roman colony, whose status was technically that of a self-governing extension of Rome. The legionary defences were levelled and a number of buildings constructed over them. The majority of the military buildings were adapted for civilian use and civic buildings such as a theatre and a large temple were built. The temple was regarded as the centre for the Imperial cult in Britain and was dedicated to the Emperor Claudius after his death in AD 54.

At first only Roman citizens were able to hold land in the town and the early inhabitants were retired army veterans and their families, provincial administrators and merchants.

In this early period the town was regarded as the provincial capital of Roman Britain, and its inhabitants may have numbered between 5000 and 10,000 people. A large archway was built at the main entrance to the town to celebrate the foundation of the colony; it was later incorporated into the town's Balkerne Gate.

In AD 60 Boudica, the Queen of the Iceni tribe, led an uprising against the Roman authorities. Colchester with its Roman citizens and impressive buildings was an



Artist's impression of the Roman town of Colchester, by Peter Froste

The statue on the Embankment in London of Boudica and her daughters riding in a chariot

obvious target for the anger of the rebels. A number of local people had also lost their lands to the new colonists and so were ready to join with the Iceni in their revolt.

The attack took the Roman inhabitants of the town unprepared. Without defences and with only a handful of resident soldiers, the town was easy prey for Boudica's followers who swiftly destroyed it, killing many people. It is likely that every building in the town was destroyed, mainly by fire. As devastating as this was for the town and its inhabitants, the destruction left invaluable evidence for the archaeologists. The remains of buildings, possessions and food have all been found well-preserved within a burnt layer of earth in the ground. It has provided a rare and intimate snap shot of daily life in the early Roman town.

When the rebellion had been crushed rebuilding began. This time massive walls were constructed around the town as a defiant

The Colchester Vase, decorated with a gladiator and hunting scenes

Part of the Middleborough mosaic from a town house in Colchester, now on display in the Castle Museum

statement to the native population that such destruction would not be allowed to happen again. The town flourished, becoming a busy port and attracting an expanding population of retired army veterans, tradesmen and merchants. London was now preferred as the provincial capital of Britain, but the town retained its special status as a colonia, and as the centre for the Imperial cult in Britain.

Substantial town houses were constructed and at least 50 mosaic floors have been found. Suburbs also grew up close to the outside of the walls near the gates.

By the middle of the fourth century Christians within the Roman Empire were able to practise their religion openly and a church was built just outside the town. It is a very early example of a Christian church in Britain. It was quite small and lay next to a large and older cemetery and was probably only used for funeral banquets, with a larger church existing within the town itself.

Ultimately the fortunes of Roman Colchester reflected those of the Roman Empire itself. As the political system began to fall apart, it severely hampered long distance trade, as well as restricting the flow of money needed to pay officials and service the market. The economies of towns like Colchester quickly collapsed. At the same time communities along the east coast were facing sporadic attacks from Saxon raiding parties; others deserted the area altogether and moved westwards. More serious attacks elsewhere in the Empire led to the recall of troops garrisoned in Britain, and all Roman officials returned home.

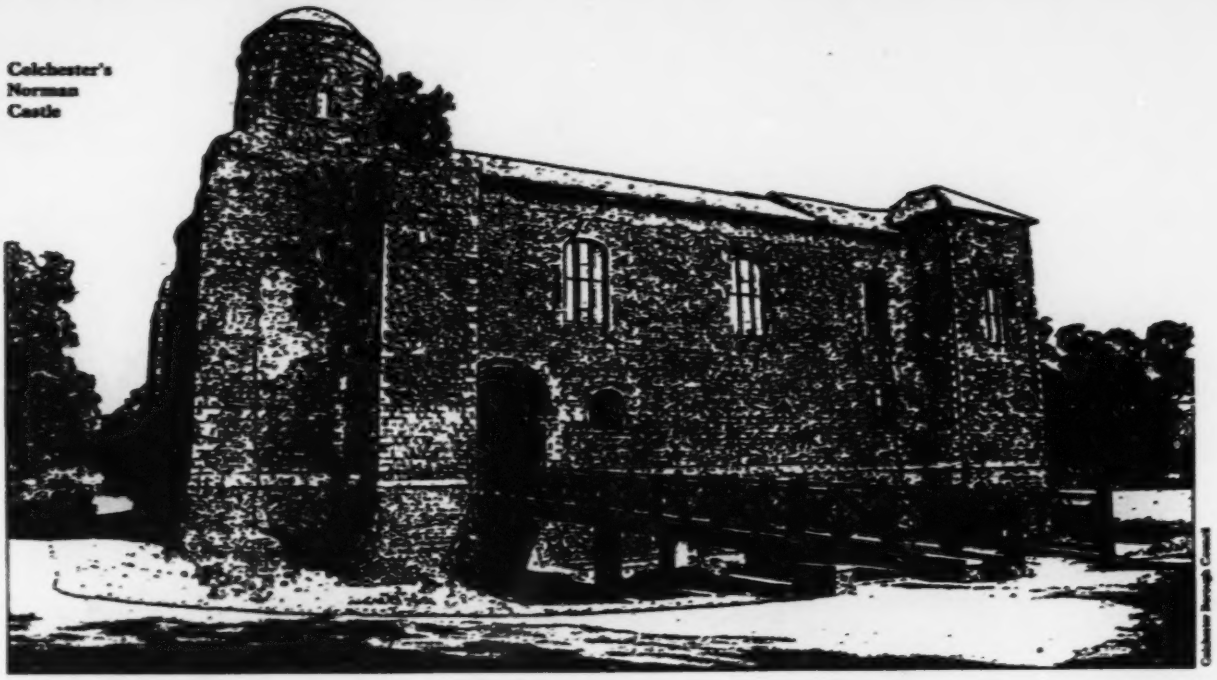
By AD 410 Roman rule in Britain had effectively come to an end. Increased numbers of people now fled towns like Colchester and moved to areas further inland which were felt to be safer. The town decayed and by AD 450 Saxon settlers were known to be living among the ruined and deserted buildings.

The next 500 years

Compared to the earlier period in Colchester's history, relatively little is known about the town in the 500 years following the Roman withdrawal. We do know that people continued to live within the Roman walls, mainly in the area around the High Street. Excavations in the Lion Walk area of the town in the 1970s, revealed the remains of two Saxon dwellings. Both were apparently sunken houses, one being built against the wall of a Roman courtyard house. The discovery inside of a loomweight and spindlewhorl, suggests that it may have been a weaving shed.

An Anglo-Saxon comb made from bone, found in Colchester

Colchester's Norman Castle



Town life as the Romans had known it had ceased to exist. The Saxon settlers were predominantly farmers who cultivated plots of open land within the town's walls.

Around AD 886 Essex became subject to Danelaw following an agreement between the English King Alfred, and Guthrum, the leader of the Danes. This was the start of an unsettled period for the town. In AD 931 Athelstan, the first Anglo-Saxon king to rule over a united England, held a council at Colchester, by then regarded as some kind of royal estate. These councils were relatively large national assemblies and were held in important towns across England.

After the Conquest the Norman invaders quickly took control of the town and set about building a castle. We now know that the keep of this Norman castle was built over the podium of the ruined Roman temple. It is the largest Norman keep in Europe, as well as possibly being the first stone castle built in Britain, and was constructed with large amounts of Roman building material.

The castle, begun around 1076, was intended as a quick defensive measure. It was originally only half the height of the present castle and the early battlements can still be seen half way up the walls of the present building. More peaceful times allowed the castle to be completed, certainly by 1100, and it subsequently offered hospitality to a number of kings who visited the area. In the 1070s the eastern end of the High Street was probably altered from its former Roman alignment, to allow for the castle's new outer defences.

According to Little Domesday the town in 1086 had 419 houses, implying a likely population of 2500. The majority of the houses would have been timber-built although a few stone buildings are known to have existed.

The medieval town

The period after the Norman Conquest was one of considerable growth for Colchester. Ten medieval churches were built within the town or just outside it, close to the walls. One of the best surviving examples is St James the Great at the top of East Hill. The south-eastern corner of the town was transformed by the foundation of two religious houses. St John's Abbey, whose gateway still survives, was established in 1096 on a small hill overlooking the south side of the town. Closer to the town, St Botolph's Priory probably began life as a small church but around the end of the eleventh century became a community for Augustinian canons. Now the only visible remains are the ruins of the church.

The town received its first charter in 1189 from Richard I which allowed the burgesses of the

The west front of the now ruined St Botolphs Priory Church

town the right to elect bailiffs.

Suburbs began to appear in the south of the town, close to St John's Abbey, and in the east, next to the river at the Hythe.

This later area became the port for the medieval town. The town also became established as an important centre for the East Anglian cloth industry, and its success attracted Flemish weavers as early as the fourteenth century.

The trade continued to grow in later centuries and was for a long period the basis of Colchester's prosperity. In the sixteenth century large numbers of Dutch immigrants fleeing religious persecution at home arrived in the town and introduced the production of new draperies called Bays and Says.

These cloths were to transform the native cloth industry. Large numbers of towns and villages surrounding Colchester became involved in their manufacture, employing many hundreds of weavers, fullers, shearers and dyers. Today part of the area north of the High Street where these early immigrants settled is still known as the Dutch Quarter.

The Civil War

In 1648 Colchester once more saw opposing armies fighting for control of the town. The second civil war was nearing its end when in June of that year an army of weary Royalist soldiers arrived in the town. Colchester had shown mixed loyalties during the conflict but by this time had come out on the side of the Parliamentary cause. The tired Royalist army included Sir Charles Lucas, the son of a local landowner, and so was reluctantly allowed to enter the town for one night.

However, by the next day the Parliamentarian army led by Lord Fairfax had caught up with them and they were trapped. When their leaders refused to surrender, Fairfax decided to lay siege to the town. It lasted for eleven weeks, during which time the 10,000 inhabitants suffered greatly from hunger and disease, with many losing their homes to fire. The walls, whose strength had prevented the Parliamentarian army from storming the town, were subject to continuous bombardment. After the eventual surrender of the Royalists, two of their leaders were executed outside the castle, and a story developed that the grass never again grew on the place where they fell. Today the spot is marked by a small obelisk surrounded by tarmac.

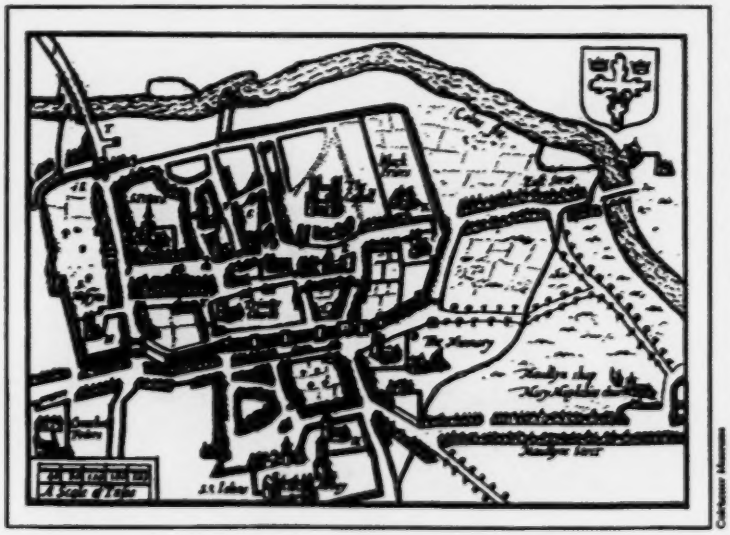
Fairfax imposed a huge fine on the townsfolk for their reluctant part in sheltering the Royalist army and ordered the town to demolish the walls.

These orders were never carried out with any real enthusiasm and only small sections of the wall were dismantled. However, now they were no longer used for defensive purposes, they had doorways cut through them, buildings placed against them and were generally allowed to deteriorate.

The modern town

The town quickly recovered from its Civil War involvement, and in the following years many new buildings were constructed as the town expanded beyond the town walls. Despite a decline in the fortunes of the cloth trade, the town remained prosperous, and elegant houses were built by those benefiting from Colchester's commercial success. Two churches damaged during the siege were rebuilt and the castle, by now a ruin, was repaired to prevent any further decay.

The Napoleonic Wars brought a large garrison to the town, the high numbers of resident soldiers providing an additional boost to the town's traders and beginning a military presence which continues today. The modern town hall was completed in 1902 and is a testimony to Victorian building design. It stands prominently in the High Street, its clock tower clearly visible from the many approaches to the town. Another landmark on the Colchester skyline is Jumbo, a Victorian water tower which although now obsolete was, when it was built, the largest water tower in England. It was named after a celebrated circus elephant of the time by the rector of nearby St Mary at the Walls when he looked upon the unwelcome structure which had been built in his back garden. Both the castle and the park with the remaining castle defences were given to the



John Speed's map of Colchester, 1610

town as a war memorial in 1920.

It was at this time that archaeologists, including Sir Mortimer Wheeler, put forward the theory that the vaults which lay beneath the Norman castle were actually the plinth of the Roman Temple of Claudius. In 1935 the castle, since 1860 the town's museum, was substantially repaired and re-roofed. It contains an extensive collection of artefacts from Colchester's past, especially the Roman period.

Understanding what is there

This section gives a brief description of the remains in and around Colchester, with suggestions of things to look out for during your visit.

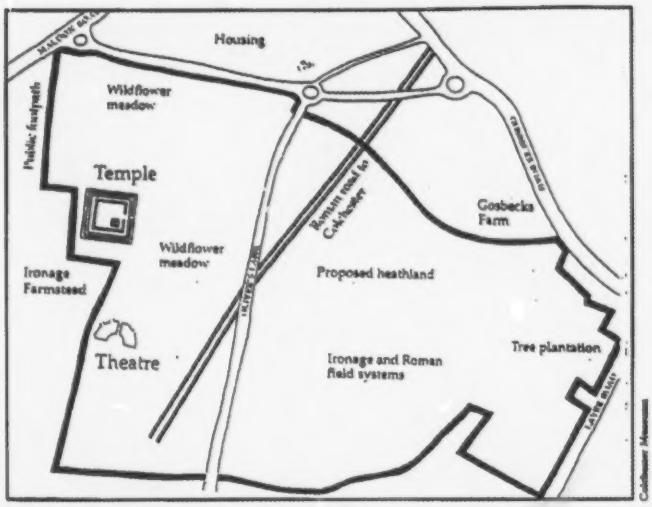
Gosbecks and the dykes

At present the site at Gosbecks bears little evidence of its important past. The land is mostly flat, open fields, except for the slight mound of the Roman theatre. However, the area is rich in buried archaeological remains and the layout of both the temple and the nearby theatre have been highlighted on the ground.

Explore the temple first, entering it using the markings on the ground. The entrance would have been a covered passageway through the portico, which was an outer enclosing building. The markings on the ground here indicate the three walls of the portico. The outer wall was solid, built of stone and brick, whilst the inner two walls were made up of columns, which allowed those inside to view the activities taking place in the courtyard.

Once through the portico, another set of markings outline the ditch which once enclosed the sacred inner area. The ditch, which archaeologists believe is older than the Roman temple, was around 3m deep. It was used as a physical barrier separating off the different users of the temple, with only the important visitors being allowed to

Plan of Gosbecks Archaeological Park showing the positions of the temple, theatre and Roman road.



cross it. Once past this, the site of a small building, known as the cella, is in front of you. It had an outer veranda supported by columns which were painted to give a marbled effect, and inside there was a mosaic floor made up of small black and white tesserae, and plastered walls. It would have housed a large statue of the god to whom the temple was dedicated.

From the portico a path leads to the theatre. The markings on the ground relate to the stone structure built around AD 150. A timber theatre existed for a few years prior to this. Again you should enter the site through what would have been the main entrance. This is shown on the ground as a wide passage leading out from the auditorium. This would have been a processional route leading to the front of the stage where officials and dignitaries sat.

Four other entrances are shown on the ground and these were stone staircases in the outer wall leading to the upper levels of the seating area. The seating bank was made up from layers of turf placed on top of each other, topped with wooden seats and enclosed by a high stone wall. The stage is small and excavations to date have failed to give a clear picture of its design.

The site plan also shows the outline of a Roman road which linked Gosbecks to Colchester. This wide road was probably constructed from packed layers of gravel.

Not far from Gosbecks are the remains of the dykes built across the western edge of Camulodunum. Today footpaths run along the silted up ditches of some of these earthworks. Gryme's Dyke, which was the last to be built, is the most complete in length and can be followed for a distance of nearly 5km. It can be accessed at a number of points including Dugard Avenue (TL9624), where an interpretative panel outlines walks which can be taken along it. A safer alternative for a school party is to join it at Stanway Green (TL9524), although coach parking could be a problem here, or at King George playing fields (TL9625) where coaches can park. A walk starting here and finishing at Stanway Green would cover a distance of about 2km. However, it is worth following the path a little further past Stanway Green towards the main Maldon Road as this stretch includes a fairly deep and impressive part of the dyke.

Other accessible earthworks are the remains of the Triple Dyke which lies alongside Straight Road in Lexden (TL9625) and Bluebottle Grove which was part of Lexden Dyke (TL9725) and is

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approached via Church Road and then Parsons Hill in Lexden.

Whilst walking along the dykes pupils should remember that the ditches were once much deeper and wider than they are today and also had a raised bank above today's ground level.

Colchester

Any study of Colchester's Roman past must include a walk along at least part of the town walls. A good place to start this is on Balkerne Hill, which is on the western edge of the town centre. At this point the wall is close to its original height and you can also see the ruins of the main Roman gateway into the town.

This entrance once spanned a double carriageway with pedestrian walkways on either side of it. Outside of these and incorporated into the gateway were two guard-rooms. Today only the archway over one of the pedestrian walk-ways and parts of the two guard-rooms survive. The other carriage-ways are indicated on the ground.

The wall at this point has been only sparingly repaired and so shows the original construction of septaria with layers of bricks. Septaria is a stone found in the coastal areas of Essex and Kent and was cut into squared pieces for use in the wall. It was also used in many Roman buildings in the area. The wall is today nearly 5m high and 2.5m thick, and this is a good place to accurately record its construction. Originally the wall would have been topped by a parapet with a walkway protected by battlements.

Following the map provided on the inside back cover, pupils could begin a walk around the town walls from this point. The complete walk is likely to take around two hours, but can be shortened or lengthened as required. Whilst walking pupils should note down where the wall no longer exists or where it has been repaired or altered. They should also look for clues as to where entrances once existed. On reaching the park a detour can be made to the castle and its Norman earthworks, as well as to Roman remains in the park area.

In recent years large parts of the town have been excavated ahead of commercial development and the Castle Museum contains artefacts from the Roman as well as later periods in the town's history.

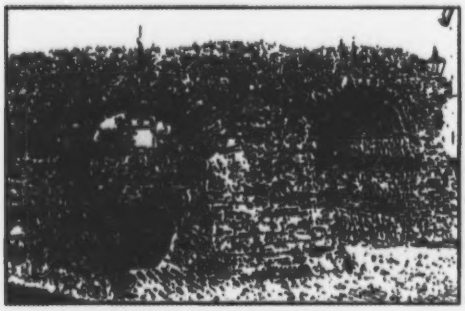
Visitors are also able to tour the castle vaults which once formed the base of the Roman temple. In the park, the tessellated pavement of a Roman courtyard house, which lay adjacent to a Roman street, has been preserved, as have the remains of a Roman brick drain. The park also contains the earthworks built to defend the Norman castle.

Nearby within a house in Maidenborough Street is a tiny part of a Roman D-shaped theatre, similar to the one at Gosbecks; part of the wall is indicated on the pavement of the street outside. The theatre remains can be visited by arrangement with the Museum Resource Centre in Ryegate Road, next to the castle.

Not far from the Balkerne Gate are the preserved remains of an early Christian church. Much of this church had been destroyed, most recently by sand and gravel extraction. However, in the 1970s and 1980s prior to redevelopment, the remaining parts of the church were excavated and the surviving ruins consolidated for the future. The parts visible today are the foundations of the apse at the east end of the church and the south-west corner of the nave foundation wall. The missing walls are indicated on the ground by cemented strips, whilst low wooden posts indicate the position of the inner partitions of the nave. An interpretation board provides an artist's impression of what the fourth century church may have looked like. The ruins should be approached via the underpass in Butt Road.

The streets within the town centre are the result of a mixture of Roman, Saxon, medieval and modern town planning, with the buildings spanning many centuries. In Trinity Street, the tower of Holy Trinity Church has a Saxon doorway and was built using Roman materials. Nearby is Tymperleys which was part of the sixteenth-century home of William Gilberd, a one-time court physician to both Elizabeth I and James I; and also a celebrated scientist. Many of the town's medieval churches survive, including part of the remains of St Botolph's Priory church. The destruction caused by the Civil War siege can be seen in the now ruined tower of St Martin's Church in West Stockwell Street and the damaged town walls. In the Castle Park there is also a monument to the Royalist leaders executed after their surrender.

Finally, the surviving High Street follows the line of the eastern road from the fort, which was laid down by Roman military surveyors. It was altered slightly at the eastern end by the Norman builders and is the centre for the town's commercial activities.



The remains of the Balkerne Gate, once the principal entrance to the Roman town

Timeline

Coin, showing Claudius and a Triumphal Arch built in his honour to celebrate the successful invasion of Britain

An intaglio ring with an impression of Mars, found at Gosbecks

AD 49 The Roman authorities believe the area is now peaceful and transfers the army elsewhere. The military fortress is converted into the Roman town of Colchester

AD43 Claudius invades Britain. He leads the army as it advances on Camulodunum and receives the surrender of tribal leaders. Between now and AD 61 the army sets up a small fort at Gosbecks, close to the royal farmstead and the tribal centre of the Trinovantes.

AD 60 Boudica and her followers revolt against Rome and march on Colchester. Joined by some local Trinovantes, they destroy the town, killing many inhabitants.

cAD 375 Gosbecks now probably abandoned.

cAD 275 to 300 East coast attacked by Saxon raiders.

cAD 450 Saxon settlers begin living in the ruined town.

AD 0 | 250 | 500 | 750 | 1000

AD 100 Gosbecks is now a native religious centre with a Romano-Celtic temple and Roman-style theatre

AD 408 Roman rule in Britain effectively at an end.

AD 886 Essex and Colchester come under Danelaw.

AD 320-340 An early Christian church is built in the corner of a cemetery outside the town at Colchester.

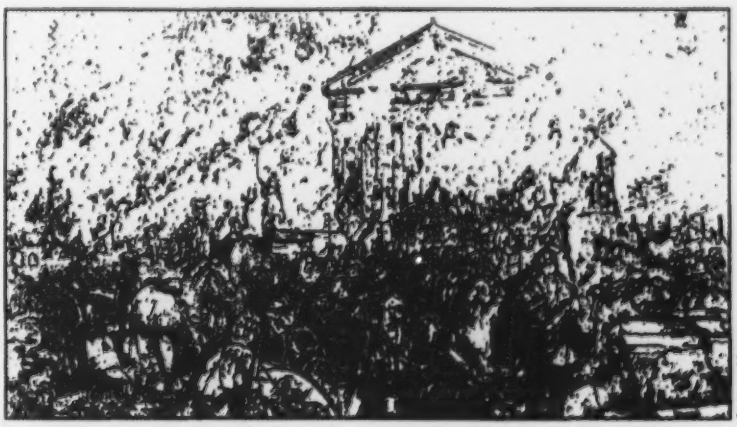
AD 917 Edward the Elder expels the Danes from the town.

AD 49 to 60 Colchester, now the provincial capital of Britannia, becomes a Roman colony.

AD 43 & 44 A large military fortress is built three miles to the north-east of Gosbecks.

AD 61-75 Once the rebellion is crushed, rebuilding begins and massive town walls constructed.

25 BC to AD 40 Camulodunum is an important Iron Age settlement. Cunobelin, controls a large part of south-east Britain by AD 40.



Boudica and her followers ruthlessly destroyed Colchester, killing its inhabitants. Artist's impression by Peter Froste

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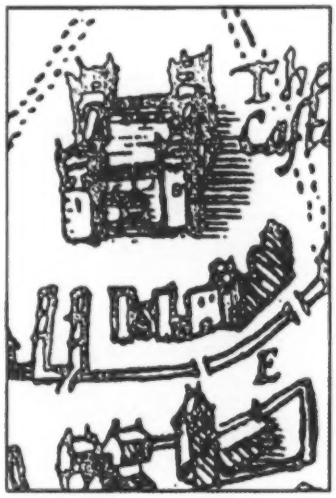
The castle, as shown on John Speed's map of Colchester in 1610



Colchester Museums

AD 1978 Archaeological excavations in advance of the building of an office development in the town reveals an almost complete mosaic, now in the Castle Museum.

AD 1076 The Norman, Eudo de Rie, starts to build a large castle keep over the foundations of the Roman temple in Colchester.

AD 1967 The theatre at Gosbecks is excavated.

AD 1935 The ruined castle is repaired.

AD 1255 Gosbecks is now heathland, under the control of Roger de Gosebec.

AD 1842 Gosbecks now arable fields. Ploughing uncovers the remains of a Roman building.

1000 1250 1500 1750 2000

AD 1189 Colchester receives its first charter from Richard I

AD 1648 The town walls are damaged in the English Civil War. The town is besieged by the Parliamentary army for 11 weeks. After this, the walls are never again used for defence.

AD 1902 The present town hall is opened.

AD 1995 Gosbecks becomes an Archaeological Park.

Colchester Museums

The first common seal of the Borough of Colchester, probably thirteenth century

Colchester Museums

Sir Charles Lucas, one of the Royalist leaders

Documentary sources

Written material is not confined to paper or its early equivalents: objects like coins and tombstones give interesting information about the times in which they were produced.

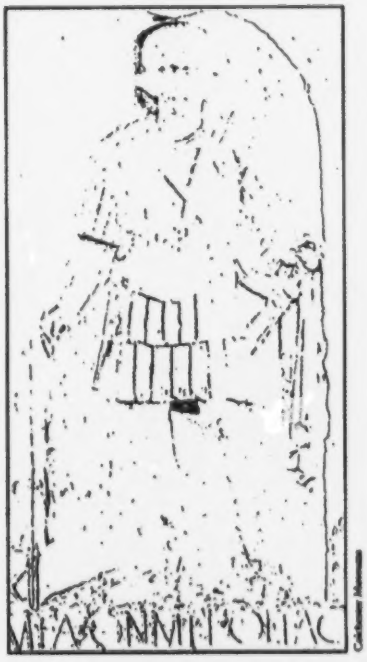
The most famous coin minted by Cunobelin in Camulodunum

Colchester Museums

Cunobelin

Coins are a valuable source of evidence to archaeologists. The coins minted by Cunobelin have been found throughout south-eastern Britain and so illustrate the extent of his influence in the pre-Roman period. The large numbers found also reflect the wealth of his kingdom. The coins were minted at Colchester and can be identified by the marks CAMV for Camulodunum, and CVNO for Cunobelin. Many different designs have been found, the most famous one has a Celtic horse on one side and an ear of barley on the other. Pupils should look at modern coins and ask why are those images there and what do they signify? They should then ask similar questions of Cunobelin's coins. They could also look at Roman coins on display in the Castle Museum in Colchester and discuss the images on them and what they might represent.

Roman Colchester



Colchester Museums

Here lies Marcus Favonius Facilis, son of Marcus, of the Pollian tribe, centurion of the XXth Legion. Erected by Verecundus and Novicius, his freedmen.

These two tombstones were both found lying face down in a cemetery outside the town walls in Colchester. They had both been damaged, perhaps by Boudica and her followers in AD 60. Both belonged to soldiers thought to have been stationed at the military garrison in Colchester in the years following the invasion.

The inscriptions tell us about the soldiers and their units and the areas within the Roman Empire from which they came. The tombstones themselves provide evidence about the soldiers' dress and weapons, and one illustrates the message which the Roman invaders wished to impress upon the native population, as the soldier is depicted riding over a submissive Briton. Pupils could discuss what they think this might symbolise and the likely reasons why both tombstones were found badly damaged.

Here lies Longinus Sdapeze, son of Matycus, duplicarius of the First Squadron of Thracian Cavalry, from the district of Sardica, aged forty, with fifteen years service. His heirs had this erected in accordance with his will.

Colchester Archaeological Trust

The face of Longinus, a duplicarius (junior officer), discovered in 1996, nearly 70 years after his tombstone was found

Colchester Museums

The Roman Town

Tacitus, who was born in AD 56, was a senator in Rome who turned to historical writing. He wrote a history of the life of Agricola, his father-in-law, who became the provincial governor of Britain. One of the other great works by Tacitus was called *The Annals* and covered events during the period AD 14 to AD 68. His surviving works provide an important source of information about the Roman Empire. This extract talks about the Boudican revolt and its causes.

When using extracts from Roman histories pupils should always ask what the likely motives of the writer might have been. Was he wishing to be seen praising a particular emperor? Was he critical of the army and the tactics of its commanders? Despite such reservations these histories are still a valuable source of evidence which can be used profitably to explore Roman Britain.

Their bitterest hatred was directed against the veteran soldiers recently settled in the colony of Camulodunum, who were driving the natives from their homes, forcing them off their land, and calling them prisoners and slaves. Nor did it seem a difficult task to destroy a colony that was unprotected by any fortifications, something to which our commanders, putting comfort before necessity, had paid too little attention.

Tacitus. Annals XIV

The siege of Colchester

The siege of Colchester in 1648 was a protracted struggle which caused great hardship to the townspeople of Colchester caught between opposing armies. These two extracts were written at the time of the siege from opposing viewpoints, and offer a good opportunity to introduce pupils to bias in documents. The first forms part of a tract called Colchester's Teares which was published after the siege by Parliament sympathisers.

As for these outrages committed in the Town we have them by creditable report. The inhabitants are much straightened in their provisions, as it may be a twopenny or threepenny loaf in a family of coarse bread per diem , and if any complain for want they are checkt, and are told that they must not complaine until horse flesh be worth ninepence or tenpence the pound, and reply was made by one (soldier) hearing a woman complain for food for herself and child, God damn me that child would make a great deal of good meat well boyld...
To heare the lamentable cries of people comming from the Towne, old and young women, children poor and rich, lying before and crying into the Generalls guards to passe, and bewailing their folly in entertaining such guests as now will be sure to provide for themselves and leave the Town people especially (if there be the face of religion or civility on them) to shift for themselves.

Contemporary drawing depicting the shooting of the two Royalist leaders after the ending of the siege of Colchester

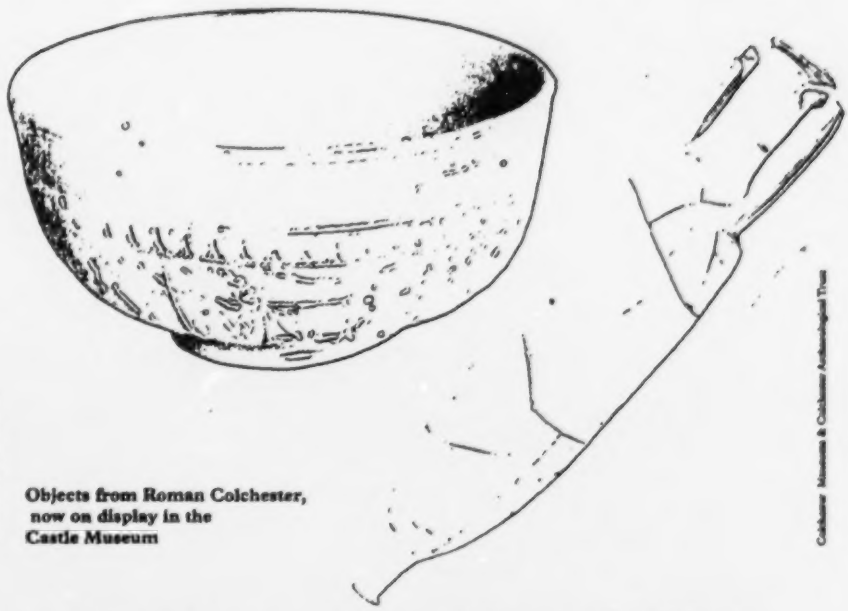
The second extract is from the diary of Matthew Carter, who was Quarter Master General for the Royalist Army.

Whereupon, the poor of the town, having quite exhausted their provision, began to throng together, making great clamours and exclamations of their being ill-used... Sir Charles Lucas, at the next council of war, commisserating them as his own town's born people, petitioned the Lords that they might have some corn delivered them out of the general store-house, which was as readily granted as mentioned, and an order immediately given; ...to every family according to the number of people in it, a certain proportion of bread-corn, which amounted in the whole to three hundred quarters of wheat and rye; the want whereof proved so great an inconveniency to ourselves, that half that quantity would have supported us till we had obtained better conditions from the enemy than we did.

Life in Colchester

The reconstructed head of a Roman lady whose skeleton was found in a Roman cemetery in Colchester

The University of Manchester



Objects from Roman Colchester, now on display in the Castle Museum

Colchester Museums & Colchester Archaeological Trust

The archaeological evidence

Much of Colchester's history still lies buried beneath the town's more recent buildings. The building of a new road, shop, or office are all likely to disturb evidence from an earlier period in Colchester's past and archaeologists are continuously at work recording and excavating sites in advance of redevelopment. This type of archaeology, often called rescue archaeology, is one of the important tasks facing Colchester's archaeologists. Their work is often a vital attempt to record and excavate sites before builders move in.

For the earlier periods in Colchester's history, archaeology provides us with the main body of information that we have about life in the area. From archaeology we have learnt how people in the Roman period lived, the food they ate, the tools they used, and the gods they worshipped.

Archaeologists have found the remains of dates, figs, barley and lentils, as well as the remains of amphoras used to transport wine, olive oil and fish sauce.

They have uncovered the remains of large and small houses and have found evidence of pottery, metalwork, and glass workshops existing in the town.

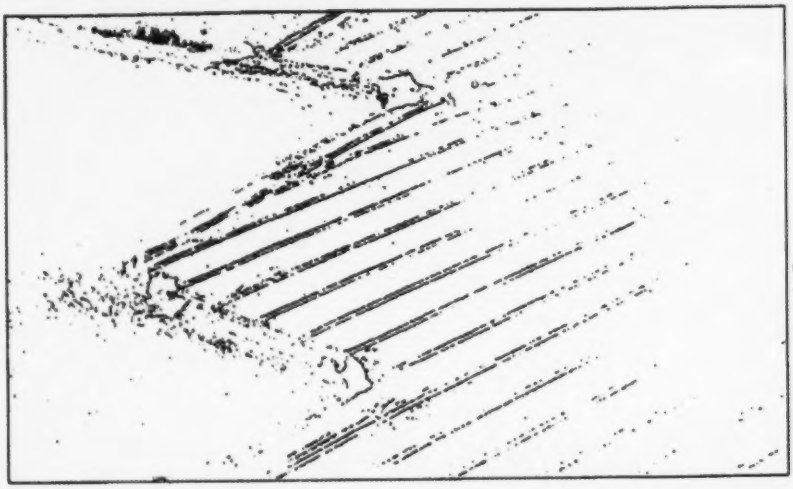
They have also been able to build up a detailed picture of the Roman town from its beginnings as a military fortress. Modern development therefore, whilst normally being a destructive process, has allowed archaeologists the opportunity to gain large amounts of information about Colchester's past.

Elsewhere where the archaeology is not under threat, excavation is used only in a very limited form. On undeveloped sites like Gosbecks, methods such as aerial photography are used in the first instance. The earliest aerial photographs of the site were taken in the 1930s and not only confirmed the existence of a Roman building but also gave archaeologists additional clues as to its identity.

By comparing these pictures with other Roman sites of the same period, it became clear that the building was in fact a Romano-Celtic temple.

Since the first aerial photographs were taken at Gosbecks many more have confirmed the importance of the site. In order to protect the buried archaeology from potentially destructive farming operations like ploughing, the site was made into an archaeological park, with the full support of the owner.

More recent technological advances have provided alternative techniques for discovering what is buried under the ground. Resistivity surveys measure the resistance of the ground to electrical pulses. An electric pulse is sent through the ground and if it hits a buried wall or ditch the signal coming from it is altered. These variations are plotted and the results produced as an enhanced computer image. This method is very time-consuming as readings have to be taken at one metre intervals, but it does enable buried material or ditches to be positioned accurately before a decision is taken to excavate.



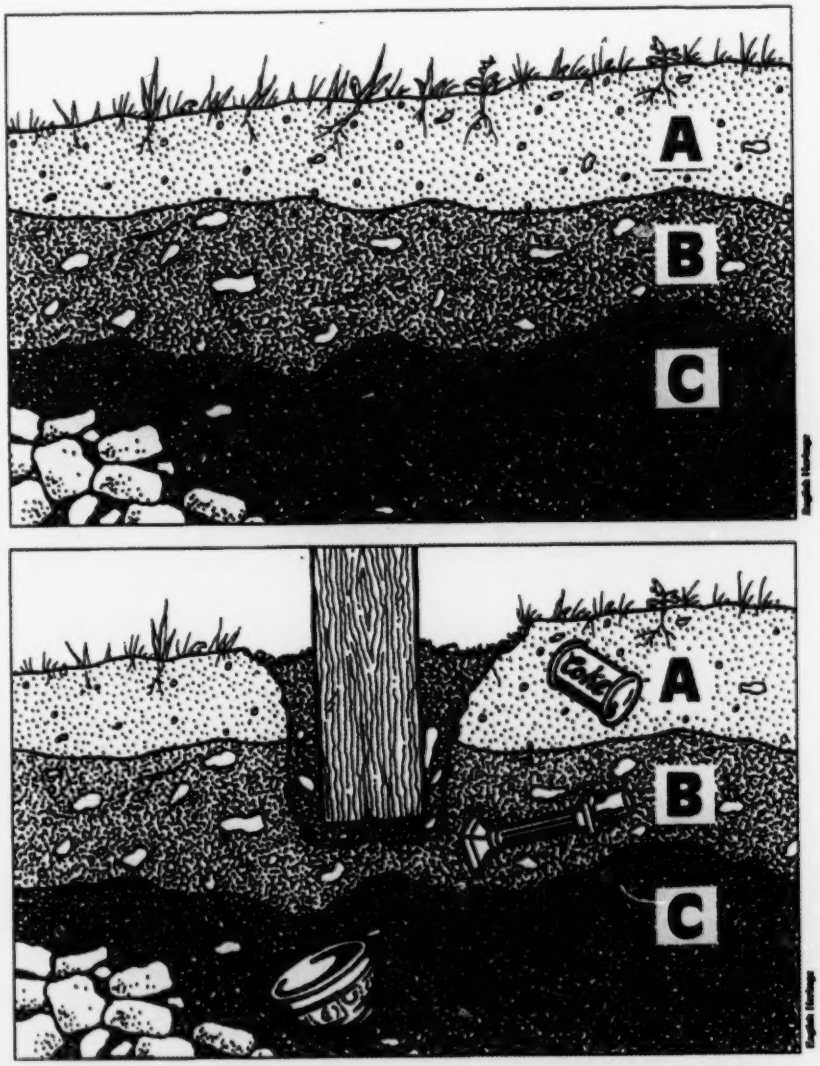
Aerial view of the temple at Gosbecks

Excavating a site

By the time archaeologists decide to excavate a site they have already studied a variety of sources relating to it. Aerial photographs, geophysical surveys, Ordnance Survey maps, old diaries, local histories and the Sites and Monuments Record will all be consulted to build up a picture of the site, before digging begins. Your reference library will be able to tell you how to contact your local Sites and Monuments Record Office.

Archaeological sites consist of levels of material which have built up over a period of years. If the site has never been disturbed by development the oldest material should be furthest down in the ground, whilst any material near to the surface should be more recent in age. On an agricultural site such as Gosbecks, the first 30cm of soil is likely to have been repeatedly turned over by the plough and any material within that depth will have been continually disturbed. This material has to be removed before the undisturbed archaeology is reached. The area to be excavated is carefully marked out and measured. Once the ploughsoil has been removed, the area is dug in layers and material from each layer given a distinctive reference number. At the end of the dig, archaeologists will have a picture of where each piece of evidence came from and the exact location of any feature, such as a post hole or ditch. Detailed plans are drawn at each stage, as well as written records made of every find. Many photographs of the site are also taken.

The excavation should give archaeologists a much clearer picture of the site and its development.



Archaeological remains survive buried in layers in the ground which have built up over time as plants and soil have accumulated over them. Later features, like posts or rubbish pits, sometime intrude into several layers.

20

Life in Camulodunum

Celtic village life.

The Trinovantes of Camulodunum lived in small groups of farmsteads scattered across the settlement. Each farmstead probably contained two or three houses and a number of smaller storage buildings. They lived a largely self-sufficient existence producing crops such as wheat, barley and beans, and also kept sheep, cattle, pigs and chickens. They may also have hunted and fished. Evidence suggests that they lived in houses made from wood or clay, which were often rectangular in shape, and which had thatched roofs. At Sheepen, close to the River Colne, archaeologists have found evidence of more concentrated industrial activity. Numerous coin moulds have been found and it is likely that this was the entry point for goods going to and coming from the Roman Empire.

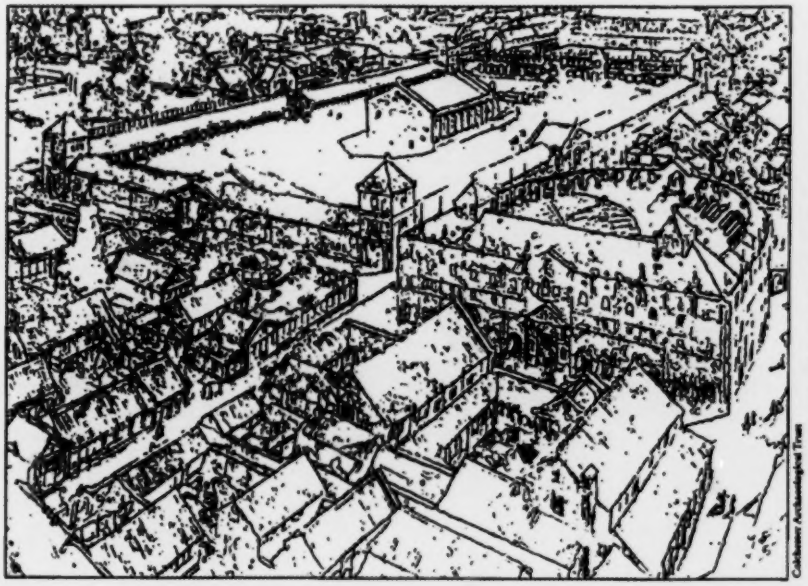
The farmstead at Gosbecks in which the leaders of these people lived was very large and protected by a large defensive ditch. The families who lived here would have enjoyed a much more lavish lifestyle than the ordinary farmers of Camulodunum. They had servants or slaves to look after their needs, and enjoyed food and luxury goods imported from the Roman Empire. Large numbers of the amphoras used to transport wine, fish and other products from the Mediterranean have been found at Camulodunum. Not far from Gosbecks, a group of rich burials have been found which date from the late Iron Age period and continue through the early years of Roman rule. These graves, of wealthy, aristocratic Britons, contained many objects imported from the Roman Empire. There were sets of pottery tableware, glass, brooches, woollen textiles, a spear and probably a shield. A nearby burial, known as the Lexden Tumulus, is earlier and also contained many high status items including bronze and silver ornaments and a piece of chain mail. One item, a medallion of the Emperor Augustus, is thought to have been a diplomatic gift brought back from Rome. Many of these objects are now on display in the Castle Museum in Colchester. Many goods including grain, cattle, slaves and imported wine and pottery, passed through Camulodunum on their way to or from the Roman Empire.

The leaders of the settlement must also have been able to call upon the labour of large numbers of people. The dykes were huge undertakings for a society restricted to the use of only relatively small handtools. Whilst some slave labour may have been used, the majority of the workforce probably came from the small farms in or around the area.

For many people, life after the Roman invasion would have carried on very much as it had done before. Some farmers had their land taken from them when the colonia was established, and were forced to work for Roman masters and it is likely that a number joined with Boudica in the destruction of the town. The land around Gosbecks never appears to have been taken over by Roman settlers but it is unknown how long local leaders continued to live within the royal farmstead. Excluded by lack of Roman citizenship and alien habits from partaking in Roman town life, ordinary Britons would have looked to their former leaders for guidance and a sense of identity. This focus was further strengthened by the development of Gosbecks after AD 100. Roman gods were easily assimilated into the Celtic religious system and daily life for the Britons would have continued to be guided by ritual and belief. The temple obviously became very important to them. The size of the buildings suggests that large numbers visited the site for festivals and ceremonies and the presence of Mercury, god of merchants, appears to point to the likelihood of fairs and markets being held there.

An imported glass bowl found in one of the high-status burials at Stanway

Life in the Roman Town of Colchester



The temple and theatre in Roman Colchester as they may have looked, by Peter Froste

The Roman citizens who came to live in Colchester after the army moved out in AD 49, expected to enjoy all the comforts normally associated with Roman living. The utilitarian nature of the military fortress was transformed into an impressive Roman town which would have looked like many others built in the countries under Roman control. To these towns flocked retired soldiers, administrators or officials drawn from various parts of the empire. A place to meet, to do business, to be entertained, or just to be seen, were important elements of town life. Public buildings such as a theatre, temple, forum (central market), basilica (town hall), and public baths were quickly built, in addition to shops, business premises and houses.

The town was laid out in a grid of four east-west streets and seven north-south streets. The main east-west thoroughfare followed the line of today's High Street and as now was the centre of commercial activity. There was a piped water supply, originating from springs and wells outside the town and carried to public buildings and important houses through wooden pipes. Drains ran alongside the main streets below the level of the road and carried waste water away, depositing it in the town ditch outside the walls.

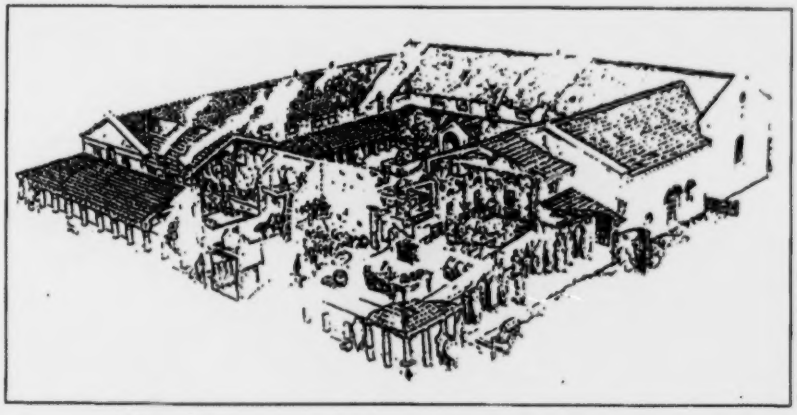
Veteran soldiers were given land or money to enable them to build a home or set up a business and the town soon became full of craftsmen, merchants and businessmen. Slaves and non-citizens were also brought into the town to help run businesses and to work in the houses.

Some craftsmen and traders lived outside the town and travelled in daily to conduct their business. Others built open-fronted shops, and lived on the upper floors. Many of these buildings were modest, constructed using wooden beams with mud bricks or clay in between. More wealthy inhabitants built large houses from stone, and many had mosaic floors.

A town house

A large Roman house was found by archaeologists in the Culver Street area of the town during work on a shopping development. The evidence they found suggested that this house belonged to an important resident of the town. It was designed around the four sides of a square courtyard. Leading off from this were corridors and a large number of rooms.

The house was built using stone, which was at the time considered an expensive material, and many rooms also had mosaic floors, some incorporating glass tesserae. The kitchen contained at least



Artist's impression of the large Roman house uncovered in Culver Street, by Peter Froste

eleven ovens, although they were probably not all in use at the same time, and two hearths. It also had a piped source of water. In one corner a stairway led to a partly sunken stone cellar.

The main living room had underfloor heating as well as a mosaic floor. Despite the impressive style of this house, most houses lacked such basic necessities as baths or toilets, with most Romans visiting the public baths daily. The house in Culver Street was built in the second century AD and lasted until around AD 300.

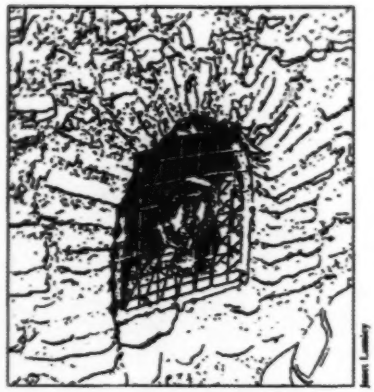
The Castle Museum contains many items excavated from the sites of Roman houses in Colchester, including an almost complete mosaic from one house situated just outside the town's north gate at Middleborough.

The theatre

Romans loved going to the theatre and it is likely that the whole family would have regularly attended. Roman theatres were open-air and semi-circular in shape and could seat large numbers. Performances were free, paid for by the wealthy citizens of the town. Travelling groups of actors (including women) would perform comic or tragic plays, as well as mime. They wore costumes but also carried masks which helped the audience to identify the characters being portrayed. Musicians also performed on occasions. The audience sat in a raised seating area called the auditorium. Between this and the stage was an area called the orchestra where dignitaries and honoured guests sat. The stage had a permanent set often containing tall columns with rooms behind for the actors to prepare themselves in.

Colchester Archaeological Trust

A slave collar found in Colchester



Jean Lumley

Drains took waste from the streets of the town and emptied it into the town ditch outside the walls

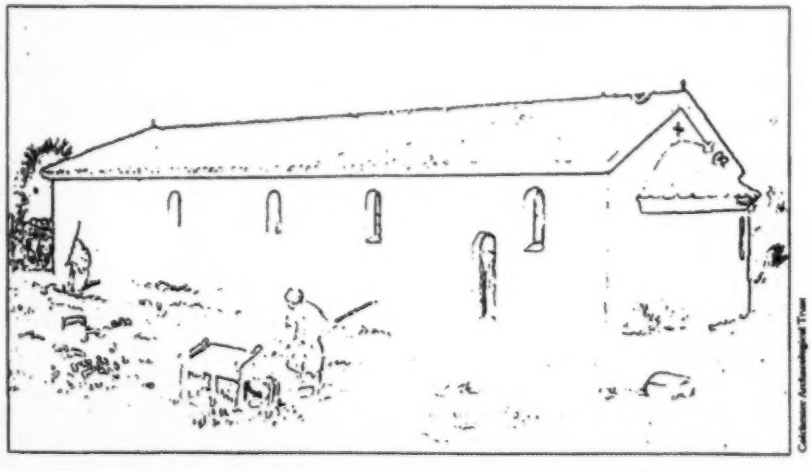
The temple

Religion was an important part of the daily life for both Romans and Britons. Most homes in Roman Colchester would have had a small shrine to one of the household gods. Each day prayers would be said to Vesta, goddess of the home, or Lares and Penates, the guardians of the family.

The citizens of Colchester also had a large and magnificent temple, dedicated to the former Roman Emperor Claudius. It was a highly visible symbol of the state, and by worshipping there the inhabitants of the town demonstrated their loyalty to Rome. Although the temple building was very large, worship in the main was individual and involved offering gifts to a particular god.

There were also many festivals held in honour of the gods. Such celebrations would be held out in the open, in front of the temple. We know that outside the temple in Colchester there was a huge stone altar. Each year the leaders of the British tribes were forced to pay tribute to Rome at this altar.

The Britons normally worshipped in their own temples located outside the town. These Romano-Celtic temples like the one at Gosbecks were found all over the Celtic provinces conquered by Rome. At least seven have been discovered around Colchester. Here the Britons worshipped Roman gods but were able to assimilate many of their own deities and festivals into their worship. Rome tolerated this religious variety as long as the state was acknowledged as the supreme authority. Only when Christianity challenged this did the state become less tolerant.



Colchester Archaeological Trust

Artist's impression of the Christian church found outside the walls of the Roman town, by Peter Froste

Colchester after the Romans

Artist's impression of a Saxon house, the remains of which were found during excavations in the town, by Peter Froste

In the years after the Romans left, Colchester took on a much different appearance. The imposing buildings of the Roman town fell into ruins, unused by the Saxon farmers who inhabited the town. Saxon houses built of timber and thatch were situated amongst the stone ruins and walls. All this changed soon after 1066, when the Normans set about making Colchester into a strategic centre for controlling the area. Their first priority was to build a strong defensive base, for which they found ample building material in the Roman ruins of the medieval town.

Colchester Castle was begun around 1076 and was the first and largest of the castles built by the Normans in Britain. It was first intended as a defensive measure against the Danes and reached only up to the present first floor. In the walls were narrow slits which allowed archers to see out without being at risk from attack from the outside.

When the threat of attack passed, the walls were heightened. The ground floor was then used for storage and most of the life of the castle took place in the grand hall on the first floor reached by a spiral staircase next to the entrance. Brick fireplaces supplied warmth for the inhabitants and fresh water was provided from a well located inside the castle, close to the main entrance. There were also garderobes or latrines built into the walls. As the Normans were Christians, a chapel was also built in the south-east corner of the castle.

The siege of Colchester

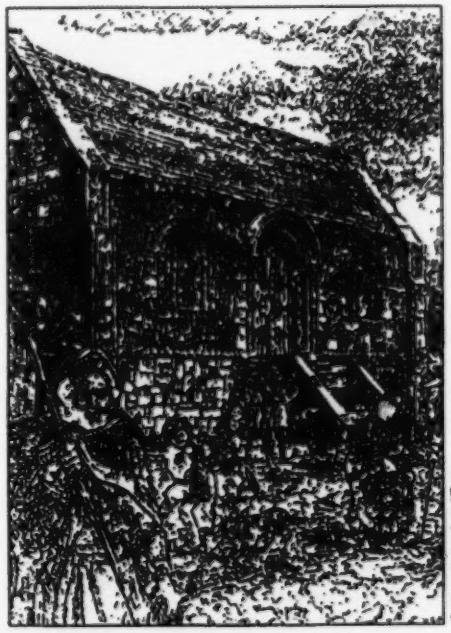
By the summer of 1648, Colchester was a busy commercial centre with a prosperous cloth trade and around 10,000 inhabitants. The town, a mixture of stone and timber framed buildings, was still largely packed behind the surviving Roman town walls.

Overnight the town was forced to accommodate and feed an extra 5000 Royalist soldiers.

Immediately some people had to leave their homes whilst others found themselves swamped with unwelcome lodgers. The cloth trade halted with merchants unable to sell cloth or buy materials, and large numbers of weavers were put out of work.

Very soon the town's supply of food began to run out. An attempt by Royalist leaders to break through Parliamentary lines to acquire more food ended badly and the Parliamentary leader refused to allow supplies to be sent into the besieged town. Remaining supplies were rationed and townspeople were forced to find food where they could. Some reports talked of dogs, cats, mice and rats being trapped to feed their families. Thatch was stripped from roofs to feed the horses, until they also were killed for food.

A constant thud of cannon fire rocked the town whilst bored or frustrated soldiers fired occasional volleys of musket fire. Many families lost their homes and possessions to fire, and children died of fever. To make the townsfolk feel even more wretched, the summer of 1648 was particularly cold and wet.



Artist's impression of a Norman stone house found during excavations in the town, by Peter Froste

Educational approaches

This section suggests ways of investigating the historical development of the town with your pupils. The activities cover a range of curriculum areas and combine both site and classroom work. The activity sheets at the end of the section may be photocopied for use on site. The activities are based around six key areas:

- understanding the ways in which archaeologists work
- investigating the dyke system and the temple and theatre sites at Gosbecks
- looking at the evidence of the Roman town
- examining the castle
- the Civil War siege
- exploring the modern town.

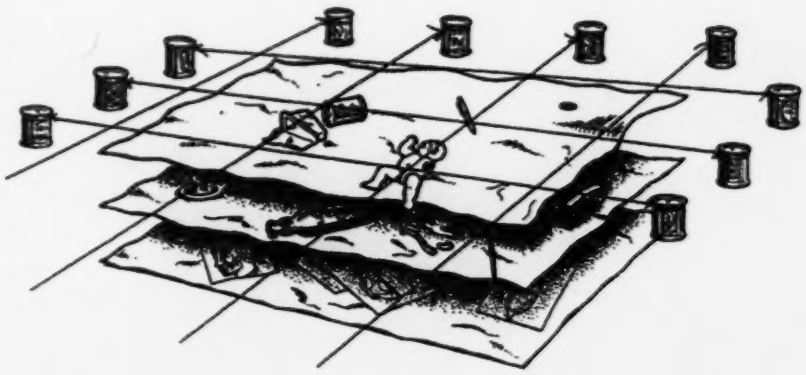
Understanding archaeology

Archaeologists use different ways to interpret the past. Many of your pupils may know that archaeologists dig into the ground to find out about the past, but looking down from high above, using aerial photographs, is also widely used.

Stratigraphy

Stratigraphy is based on the assumption that when digging down into the ground, the first things that the archaeologist finds will be those that were most recently deposited. The farther down the excavation goes, the older the remains will be. An exception to this is when a pit, perhaps for rubbish, was specifically dug by the original users of the site, and materials deposited in it.

To help pupils grasp this idea,



find a couple of old sheets, different coloured ones for preference. Photocopy and enlarge the pictures in this book of any Roman objects, and find some pictures of Victorian objects, or, if you live in an area where there is a museums loan service borrow some real Victorian artefacts. You will also need some modern rubbish, like a crumpled-up soft drinks can, a sandwich wrapper, a coin, part of a toy, or anything else to hand. Clear a space on the floor, scatter the earliest pictures, and over this throw one of the sheets. Place the Victorian objects, or pin the pictures, randomly onto this, and cover this with the second sheet onto which the modern objects should be placed.

Tell your pupils that the sheets represent different layers in the ground. Ask them to tell you as much as possible about the objects in each layer, and what they reveal about the people who left them. To make this more fun, ask them to think what the top layer of objects would tell a visiting Martian about us. For instance, what does a drinks can reveal? They can make a list of questions the Martian might ask:

- what is it for?
- what did it contain - are there any clues? (solid, liquid?)
- what is it made of?
- where do the raw materials come from?
- how is it made?
- what does the fact that it has writing on it say about earthlings?
- is it something of value? If not, does that say anything about how rich or wasteful earth society is?

Introduce the idea that archaeologists record the position of everything before they remove it from the ground, as this often gives as much information as the object itself provides. For example, if the sandwich wrapper and can were found close together, this might indicate that they were dropped at the same time, and were possibly someone's lunch. Archaeologists record the position of things in the ground by imposing a system of measured squares over the whole site, so that the position of each find can be recorded, similar to the use of geographical co-ordinates.

Pupils can decide on a scale and impose the same grid system, using string, on their sheet layers, and record the position of the objects on graph paper. This exercise will help pupils to understand how archaeologists build up a picture of a site like Gosbecks, where the temple ditch was found to have been made first, possibly by Iron Age people as part of a sacred site, and was then taken over by the builders of the Romano-Celtic temple.

Aerial photographs

Vegetation generally grows less well over stone foundations, and in dry weather will wither more quickly, whereas vegetation in the ground where there was once a ditch, or where foundations once existed but have been removed, will be much richer. It is possible in dry summers to make out the below ground position of buildings and other buried features by taking photographs from the air. These aerial photographs give archaeologists information which it is impossible to see at eye-level. The images seen are referred to as crop marks.

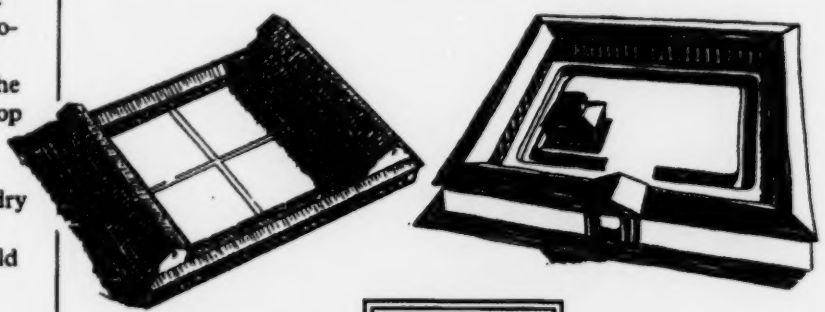
This aerial photograph of Gosbecks was taken during the dry summer of 1992, and shows a number of features. Pupils should be able to make out the square shape (off-centre right) of the Romano-Celtic temple, and, to the left of it, the dark, semi-circular shape of the theatre. They can also look for:

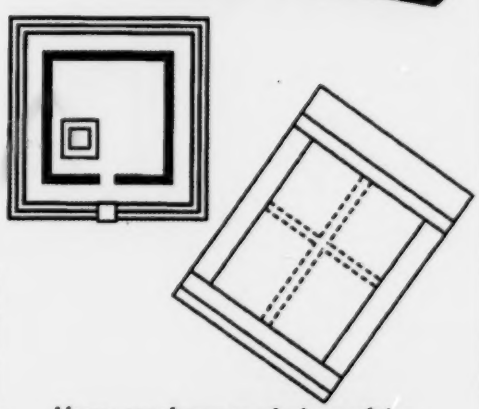
- the dark rectangle to the left of the picture, which is a building as yet unidentified
- a line which runs from this building at an angle and is thought to be a Roman water pipe
- the line of the outer enclosure which surrounds the theatre
- the line of the road.

Aerial photograph of Gosbecks showing cropmarks

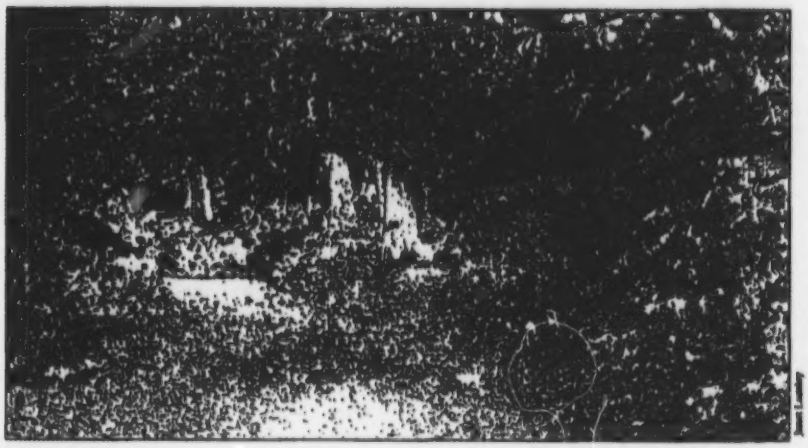
The foundations give an indication of the shape of the complete building. Help pupils to understand this by asking them to match up the plans and buildings below. They are not all on the same orientation. Then get them to identify what kind of building the central crop marks shown in the aerial photographs at Gosbecks most clearly indicate. The aerial photograph shows a road passing close to the site: this suggests that the buildings were more likely to be important or for public, not private use. Ask pupils if they think the road supports the theory that the buildings were a theatre and a temple.

Which shapes fit which ground plans?





Above are the ground plans of the temple at Gosbecks and another Roman building. Which ground plans belong to each building?



Gryme's Dyke

The Romano-Celtic period

The dykes

In class, ask pupils to think about how they would defend their town against an army equipped with tanks. Do not spend too long on this but get them to a point where you can ask the question of how to defend a place against men armed with javelins, swords and daggers, chariots, rock throwing machines, and battering rams. Ask how they would protect their living place against the Romans, using materials that were available at the time, but excluding stone as a building material. It is useful to have covered the story of the Roman invasion before the visit.

On site encourage your pupils to think about the effort involved in constructing the dykes, given only the use of small handtools.

Use the activity sheet *Roman reporters* to help pupils imagine the scene at the dykes during an attack. Ask them to imagine what the newspaper or television report for the event would have been like had these media been available at that time. The activity sheet asks them to note down all the sounds, sights and smells around them when they are standing in, or on, the edge of the dyke. They should think which of these are modern phenomena, and replace them with a likely first-century equivalent. For example, birdsong is common to both periods, but instead of the roar of cars there would have been the sound of horses' hooves and equipment, with the squeak of wheels trundling over uneven ground. Instead of classmates chattering there would have been soldiers murmuring or sharp commands being given.

You can ask them for more descriptive words by suggesting weather conditions, like the sound of wind or rain. In class, they can use the words as a framework for their reports. Are they going to be an impartial observer, or a Roman or Briton, and how will this influence their report? Use the opportunity to re-enforce the idea of bias in historical documents, and how this affects interpretation.

Pupils need to ensure that their audiences know the circumstances, but not the outcome of the invasion, and it would add extra colour if they include what the armies on each side looked like. This will necessitate their own research. If they are doing a television or radio report, they can think about how to include background noises, tramping feet, the jingle of bridles, badly oiled wheels, shouting, and the din of battle. A drama activity, recreating the scene, might help to get pupils to think about background sounds.

As an extra discipline, and to encourage precision, either limit the number of words to be used for the newspaper articles, or swap round the finished pieces and ask others to edit them down. Similarly, set a time limit on the television or radio piece.

The temple and theatre at Gosbecks

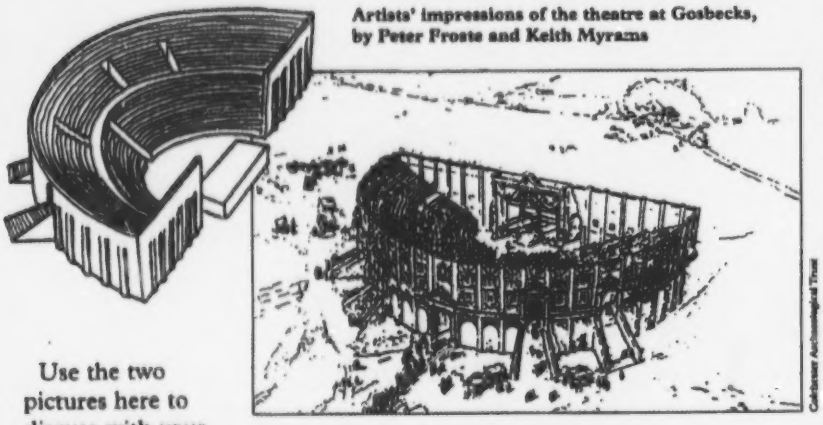
At the time of going to press, the only visible evidence on site is the mound of the theatre, but, in time, full scale reconstructions may be built. Pictures, models, or full-size representations of how things may have looked are often used to give an understanding of what life was like in the past.

It is important to stress to pupils that these representations are just one interpretation of how something might have looked, based on the best knowledge at the time. The pictures of the Gosbecks temple and theatre are made up from a combination of physical evidence found by archaeologists, and information taken from similar sites or from documentary evidence.

More excavation, or fresh discoveries at similar sites elsewhere may change th view about what the buildings looked like. Also, when looking at reconstructions of the past, the individual style and decisions of the artists, model makers, or building designers have to be taken into account: they may choose to use clean, clear shapes as if the buildings were brand new, or they may wish to make them look more used and lived in.

Figures might be included which may subtly influence the viewer about what life was like, for example a happy smiling well-fed, richly clothed aristocrat carries a different message than a skinny, dirty, miserable-looking servant.

In the case of artists, even the weather conditions or the colours used can determine a viewer's emotional response.



Artists' impressions of the theatre at Gosbecks, by Peter Froste and Keith Myrams

Colchester Archaeological Trust

Use the two pictures here to discuss with your pupils the different views which are presented to us of the past. The first illustration, is a bare line drawing: it aims to give the basic information only, but the second picture has much more detail: ask pupils to list all the extra information given in the second drawing.

Most of this is added from the artist's imagination, based on well-researched historical information and advice from archaeologists, but it remains an interpretation only.

Pupils can try making their own image of what the temple entrance looked like. Photocopy the outline, and using this as a guide, ask them to copy the shape and detail of the doorway to the outer building. Use the sketch in a visit to the museum to research the materials from which it was built: pupils can add this information to their sketches. Archaeologists know that the building was made of Roman brick, stone, tile and wood, and that the walls were plastered, and covered in parts to look like marble. The columns were made of thick curved tiles held together with mortar and plastered and painted, again to look like marble. Pupils can add in figures, also researched at the museum. If you want to make a point about the underlying effect some interpretations give, suggest that half the class use the figures, and weather conditions, to make the scene look sunny and happy, and the other half to make the temple look bleak.

At Gosbecks, give your pupils a ground plan. Check that they understand how the plan relates to what is on site by marking the plan in three places and asking them to find the locations. Then give them photocopies of the Gosbecks activity sheet from the end of the book.

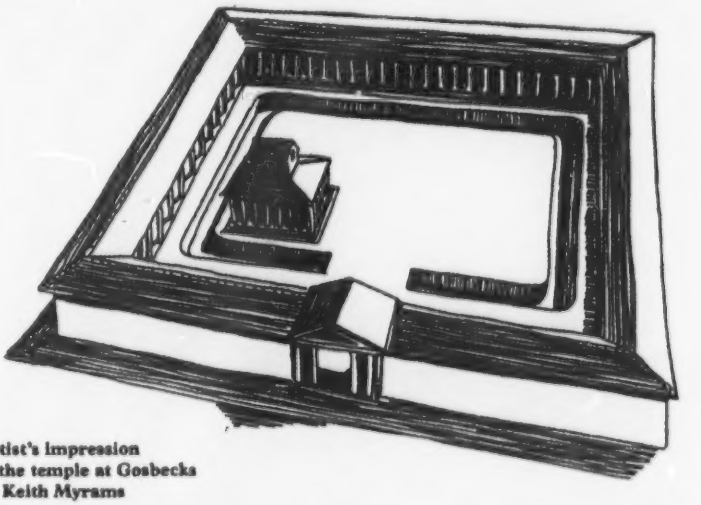
The object of the exercise is to re-enforce the idea of what the site looked like, by finding the positions from which each picture was drawn. To encourage them to look closely, one picture is deliberately incorrect: warn them to look closely to check that the background in each picture matches what would have been seen from each location.

As a follow-up in class pupils could use the pictures as part of a design for interpretation panels for the site. Their job is to write the text. They need to decide firstly who the intended audience is, other children of their own age, younger children, or tourists. This will help them sort out what facts might be of interest and what language level would be appropriate. They will need to research how and why the site was used, perhaps adding their own figures of people in appropriate period clothes. They might want to add Roman-style decorative features such as borders to their panels: there are plenty of ideas for this in the mosaics and objects in Colchester Museum.

The evidence for the Roman town

The most visible evidence for Colchester's Roman past is the walls built around the town in the years AD 65 to AD 80. They are some of the best-preserved Roman walls in the country and can still be traced for long stretches. In places they are still close to their original height, discounting the stone parapets which would have topped them originally.

Using the plan on page three, pupils can locate the line of the walls, adding the missing sections on. Ask pupils if the line has been mostly respected, or if new build



Artist's impression of the temple at Gosbecks by Keith Myrams

Colchester Museums

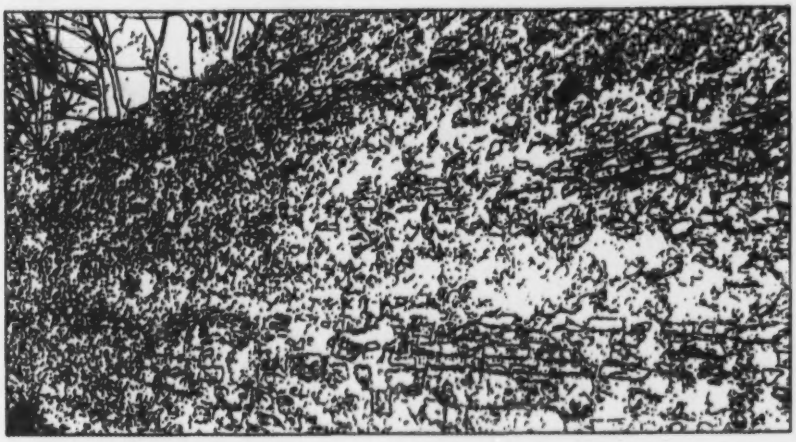
-ings interrupt it. This can lead into a discussion about the value of preserving the walls: should public money be spent on them, or would the town lose some of its character if they were left to decay?

In Balkerne Hill the construction of the walls can be clearly seen. They are made from layers of squared septaria, a stone much used in Roman Colchester, separated by courses of red brick, like thick tiles. The bricks are between 5 and 6cm in depth and contrast decoratively with the white septaria. Their function is to act as a bonding or levelling course to the stone, giving the wall stability. Along the wall at a number of points are drain arches which carried waste out of the town before depositing it in the town ditch. Medieval bastions, or semi-circular towers, were added to the wall in Priory Street.

Before the visit look with your class at a map of modern Colchester and decide where the main routes into the town are today. By comparing this with a plan of the Roman town, you will be able to see that the majority of the routes pass through the former Roman entrances. The main exception is the Balkerne Gate, which, though originally of great importance, does not relate to any road today, and is solely for pedestrians.

On site pupils can discuss where the line of the road through the gate might have been, and where it led to. Give them the activity sheet *The Balkerne Gate*, found at the end of the book, and ask them to mark on the drawing the parts of the gate left standing. Looking at the remains, ask what evidence there is for the reconstruction picture.

Ask pupils to make detailed sketches of a small section of the wall, labelling as precisely as they can the different colours that they find, for example, robin red, soft red-brown, orangey red, pale,



The Roman wall in Balkerne Hill

milky pink so that they can try to reproduce these colours in class. They can use their sketches to create posters to draw tourists to the town, or they can print their designs onto fabric, to make long scarves, or ties.

Using potato prints they can create their own gateway for the classroom, printing their designs onto the reverse side of wallpaper, or onto flattened cardboard supermarket boxes. Treat these first with a coat of white emulsion.

The arch provides a good shape to use as the frame for a notice board of Roman information. If you intend to visit the museum, suggest that each member of the class finds one fact about the Romans which they think others will enjoy knowing, and ask them to write it down but to keep it a secret. After the visit, set up a notice board by cutting round an arch picture and pasting it onto a cork tile. Each day a new fact can be pinned into the arch shape, identified by a Roman numeral.

The medieval castle

Colchester Castle is an imposing structure which still dominates the skyline of the town when viewed from the north. Its size symbolised the power of its Norman builders.

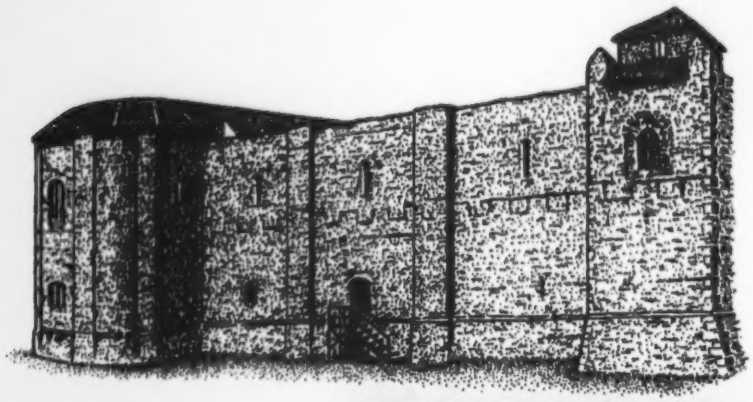
To help pupils understand what the castle looked like when it was built, use the activity sheet *Colchester Castle*. This puts them into the roles of assistants in making a film on medieval Colchester: they are asked to think about what would or would not have been present on or near the castle then. They need to look at the outer walls of the castle to find out more clues as to how it originally looked. Ask them to find evidence for battlements, additional entrances and defensive measures.

Suggest that the director of the film wants to concentrate on how strong the castle was. Ask pupils to identify the defensive features and make simple labelled sketches of, for example, the arrow slits, the thick walls, the barriers to getting close to the front entrance, the main door, the uncompromising, windowless wall at ground floor level. They can draw their own outlines of each wall and mark on the defensive features to show the director where to film.

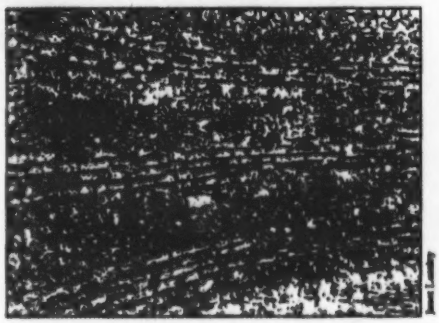
The siege of Colchester

The siege of Colchester left deep scars on the town. Everyone suffered, and some buildings still bear the marks of cannon shot and devastation.

Use the extracts below to look for the evidence of the siege: the places to study are the Churches of St Mary at the Walls and St Martin's, the stretch of town wall in Priory Street, and the memorial to the executed Royalist leaders in



The original battlements of the castle



Roman bricks and septaria used in the building of the Balkerne Gate

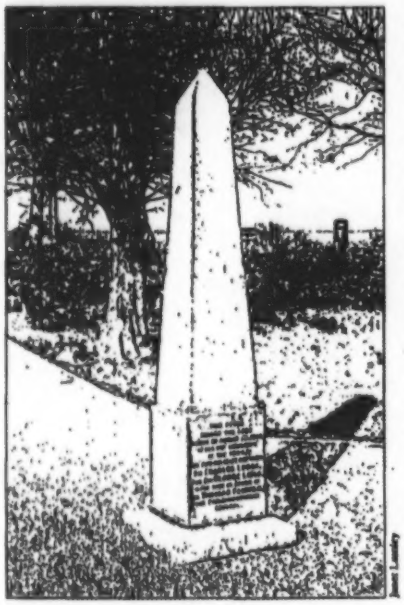
Castle Park.

Matthew Carter, who was in charge of provisions for the Royalist army, wrote of the Parliamentarian force that *they again fell to battering St Mary's steeple, one side of which was some hours afterwards beat down, with a great part of the said church.*

Writing long after the event in 1724, Daniel Defoe, on a tour of the eastern counties, reported that *Sir Charles Lucas and Sir George Lisle were shot to death under the castle wall. The inhabitants had a tradition that no grass would grow upon the spot where the blood of these two gallant gentlemen was spilt, and they showed the place bare of grass for many years. However, the battered walls, the breaches in the turrets and the ruined churches still remain.*

Your pupils can write an illustrated guide for tourists on the siege, what the background was, who the protagonists were, and what to look for in the town. Combined with the two extracts from the *Documentary sources* section, there is scope back in class for a dramatic recreation of events.

They can use these to piece together what the ordinary people of Colchester might have felt, what those supporting the different sides might have said to each other, and areas where they might have found themselves in agreement. On site pupils can record what damage was done, and try to imagine what it might have been like to live through the destruction. What sounds, for example would the cannon balls make as they hit the town walls, or as parts of St Mary's tower fell down?



Memorial to Royalist leaders, Castle Park

If the school has a video camera, pupils can make a short film, incorporating sound effects, sound bites from the inhabitants, and atmospheric period music, and overlaid with their own scripted commentary. A slide programme will work as well.

The town

Colchester has been inhabited continuously since the Roman period. The activity sheet called *Changing Colchester*, at the end of the book, provides a map for pupil use, and asks them to find the buildings illustrated. It is a circular walk, starting at the Balkerne Gate.

Ask pupils to look closely at the materials used in the buildings and to list them, and in particular to note any re-use of Roman material. The object of the exercise is to match different materials to different periods, and to the function or status of the building. For example, the Roman walls and the castle are of stone with brick bonds, and are very thick for strength. Roman material is used in the castle, because stone was expensive to quarry and transport, so good materials from obsolete buildings were re-used. The church is also of stone, but the walls are not as thick as the castle's, and are purely for status, not defence. Hollytrees and the Town Hall are brick, as by the eighteenth and nineteenth centuries, this had become a more widely available commodity. Similarly, glass became easier and cheaper to produce in the last century, and is extensively used in modern buildings, like those at Culver Square. In class, pupils can research where the building materials have come from, including the constituents for those that have been manufactured, and how they have been prepared for use.

The National Curriculum

History

Colchester and its surrounding area provides a valuable opportunity for pupils to learn about the development of a town from its early beginnings to the present day. It also provides evidence for the effect that the Roman presence had upon Britain. The town's development since that period has been continually influenced by the layout and remains of the Roman town. The importance of its position in eastern England, valued in earlier centuries, has continued through to modern times. Throughout all the activities suggested in this handbook, pupils will be required to look for, and evaluate, evidence. They will also be asked to think about the way we interpret the past today.

The documentary sources include extracts from ancient histories written after the events by authors who may or may not have been present at the time. Pupils should be aware of this, and of the possibility of events being inaccurately reported. To illustrate this, ask them all to write down, very quickly, their version of an event they all witnessed, like a recent assembly, or a television programme, or your last out-of-school visit. Read a few out and see to what extent the accounts offer the same information to someone who was not present at the event.

The two extracts about the siege of Colchester were eyewitness accounts written at the time of the siege, and are a much more intimate account of events than the earlier Roman histories. These two accounts are good examples of how facts become distorted by bias. Your pupils can experience this for themselves: look at the tombstones in the *Documentary sources* section, and ask half the class to imagine they are the people who erected them, who are paying their respects when Boudica's army smashes them up. Encourage them to talk about what their relationship to the dead people was (loyal servants or close family and friends). The other half of the class can imagine they are Boudica's followers; they can speculate about how they would have felt about the Romans. Ask them to write down quickly an account of the destruction of these tombstones from their assumed character's viewpoint. This should alert them to the fact that interpretations of events can differ according to the personal situation of the writer, and that they need to bear this in mind when looking at documentary evidence. Using the two accounts of the siege, ask them to make a list of all the information which is not clouded by the authors' bias, as well as the parts which influence the reader to take sides.

English

Many of the activities suggested in this book involve the use of language in a range of forms. Listening, questioning, discussing and recording are all skills needed during a visit to any of the sites covered in this book. Many tasks can be carried out by pupils in pairs or small groups and will promote discussions of ideas. Pupils should be encouraged to record carefully information gathered in Colchester as well as at the Romano-British site at Gosbecks, for later work back in school. Follow-up work could include instructions for a town trail, a tourism leaflet, production of a guide book or an article for a school newspaper.

There is also scope for pupils to devise and tell stories at various sites. A Roman soldier could tell of his day patrolling the main entrance to the Roman town. A Briton could tell of his visit to Gosbecks for a religious festival. Whilst the siege of Colchester presents many opportunities for drama or imaginative writing, there is also scope for devising case histories for participants on both sides or reporting on events. The theatre at Gosbecks provides an ideal setting for a drama written about an episode in Romano-British history.

Mathematics

All the sites covered in this book provide many opportunities for measuring and estimation work. The size of the Romano-Celtic temple at Gosbecks could be measured and later compared to the size of the school. Flow charts could be devised to show the sequence of events that took place in Colchester and at Gosbecks during the Roman period. Use of the time line will help in this.

Pupils can also attempt to use Roman measurements. The unit of Roman measurement was the pes, which was 29.57cm. It was usually called the *Pes Monetalis*, because the standard was kept in the temple of Juno Moneta in Rome. Confusingly there was also another pes in use which measured 33.3cm. This one was German in origin and was called the *Pes Drusianus*. Pupils can convert their measurements of the temple site into Roman units. Using the picture on the activity sheet of what the Balkerne Gate may have looked like in Roman times, your class can estimate the height of the present remains, and calculate that of the original.

At the museum, ask for pupils' own designs for the decorative borders for a mosaic floor for the cella, the innermost part of the

Roman Measurements

Denomination	Factor	Length	
		Metric	Imperial
Pes (foot) Monetalis	unit	29.6 cm	11.65 in
Digitus (finger)	1/16	1.85 cm	0.73 in
Uncia (inch) or Pollex (thumb)	1/12	2.47 cm	0.97 in
Palmus (palm)	1/4	7.4 cm	2.91 in
Cubitum (elbow or cubit)	1 1/2	44.4 cm	17.48 in
Passus (pace)	5	1.48 m	4.86 ft
Decempeda (10feet) or Pertica (rod)	10	2.96 m	9.71 ft
Actus (furrow) length	120	35.52 m	116.54 ft
Stadium (stade) - 125 paces or 1/8 mille	625	185.00 m	606.9 ft
Mille passus (1000 paces) - the Roman mile	5000	1480.00m	4856.00 ft
Leaga (league) - 1500 paces	7500	2220.00m	7283.00 ft

temple. They need to consider the size of the repeat pattern and calculate it so that it fits exactly into each side.

Back in class, a map of Roman Britain can be used to measure the distance between Colchester and other Roman towns. If soldiers could cover 25 miles a day, pupils could calculate the length of time it would take for help to arrive in an emergency such as the Boudican revolt.

Science

Studying archaeological remains allows pupils many opportunities to study different types of materials. Before the visit ask pupils to collect any old pieces of building materials. Ask them to classify the pieces in some way, such as natural and manufactured, metal and non-metal, or by their function such as use in roofs, walls, windows. Whatever criteria are chosen will require pupils to study the pieces closely. Ask pupils to think about the properties of objects and how they were used, and go on to consider the technology involved in extracting and manufacturing them. How, for example, were Roman tiles made, and what raw materials, including fuel, were needed? If pairs, or small groups are made responsible for different areas of research, they can present their findings to the whole class later. The museum can be used for finding answers to some of their questions.

A Roman face pot.

Geography

A study of the Roman invasion will allow pupils to use maps and an atlas to plot the invasion route taken by the Roman army from Kent to Colchester. Pupils can investigate the constraints upon modern building and road planning in Colchester caused today by the need to protect and accommodate the Roman-built walls and discuss the issues that can arise when modern development threatens an historic site. They can look at why Colchester was chosen by the Roman army in preference to Gosbecks as a military fortress and why the town continued to be seen as strategically important by armies through to the seventeenth century.

Historic sites and buildings can be an excellent stimulus for pupils to address modern issues such as conservation and tourism.

Technology

Pupils could be asked to design a future plan for an archaeological park at Gosbecks. They would need to consider:

- the need to protect the site from any more damage
- the visitor facilities
- the interpretation needed for visitors to enjoy the site
- the natural environment
- the educational use

They could also be asked to design promotional material for the site or an introductory video.

Art

All the sites covered can be recorded using drawings and a variety of materials. Photography could also be used to record and illustrate findings. Detailed drawings could be made of a section of the Roman wall to identify the materials used in its construction. Mosaic patterns could be designed using the commonly used motifs and by referring to mosaics now in Colchester Museum.

Religious studies

Using the artist's impressions of what the temple and theatre at Gosbecks used to look like, pupils can discuss what differences there are in appearence and usage in places of worship between then and now. This can offer the opportunity to talk not just about Christian churches, but also about temples and mosques.

Roman reporters

The Roman invasion of Camulodunum was the most important news story of its time.

Imagine you are a Roman reporter covering the story. You will need to describe the scene in as much detail as possible.

You have had to take refuge in the bottom of the dyke, so you will need to make your report from there. Gather some background information by filling in the notebook below.

Noises I can hear now	Would I have heard it then?	Equivalent Roman noise
What can I see now?	Would I have seen it then?	Equivalent Roman sight
What I can smell now	Would I have smelt it then?	Equivalent Roman smell

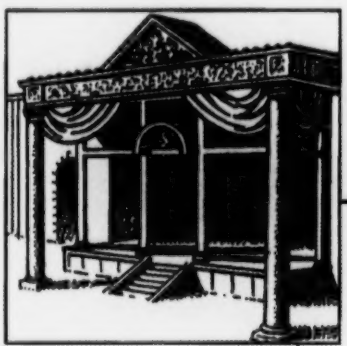
© English Heritage

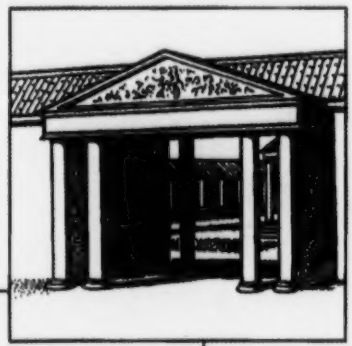
Forgery at Gosbecks?

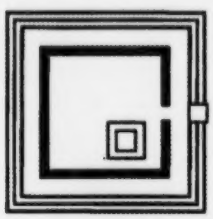
The archaeologists at Gosbecks only have the buried remains of the buildings to help them decide what Gosbecks once looked like.

A clever forger, hearing that reconstructions of the buildings are planned, has produced a box of pictures which he claimed to have found in a library. He says that these pictures were drawn when the site was in use, but a quick-witted archaeologist spots that at least one of them is incorrect. Use the display boards on site or the picture on page 25 and this plan to find out which picture is the forgery.

Draw an arrow from the other pictures to the places from which they were drawn.







Temple

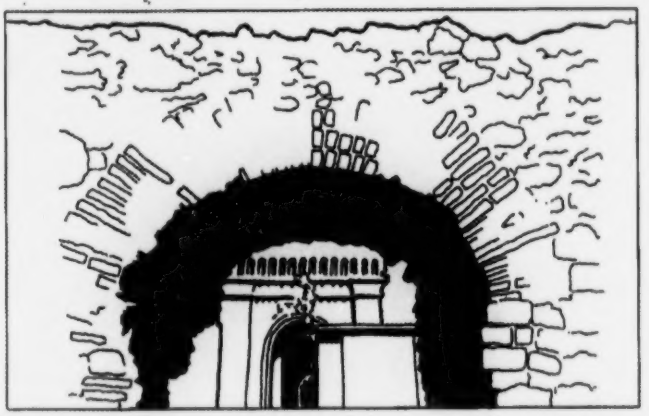
Theatre

© English Heritage

The Balkerne Gate

The Balkerne Gate was once the main entrance to the Roman town. This is a drawing of what the archaeologists think the gate looked like in the Roman period. Mark on the drawing the parts that remain today.

From the inside of the remaining guard-room look carefully at the way the archway has been constructed. Complete the drawing, filling in the missing parts and shading in any modern additions.



Look closely at the wall, and draw a section showing both the white stone and the red brick.

© English Heritage

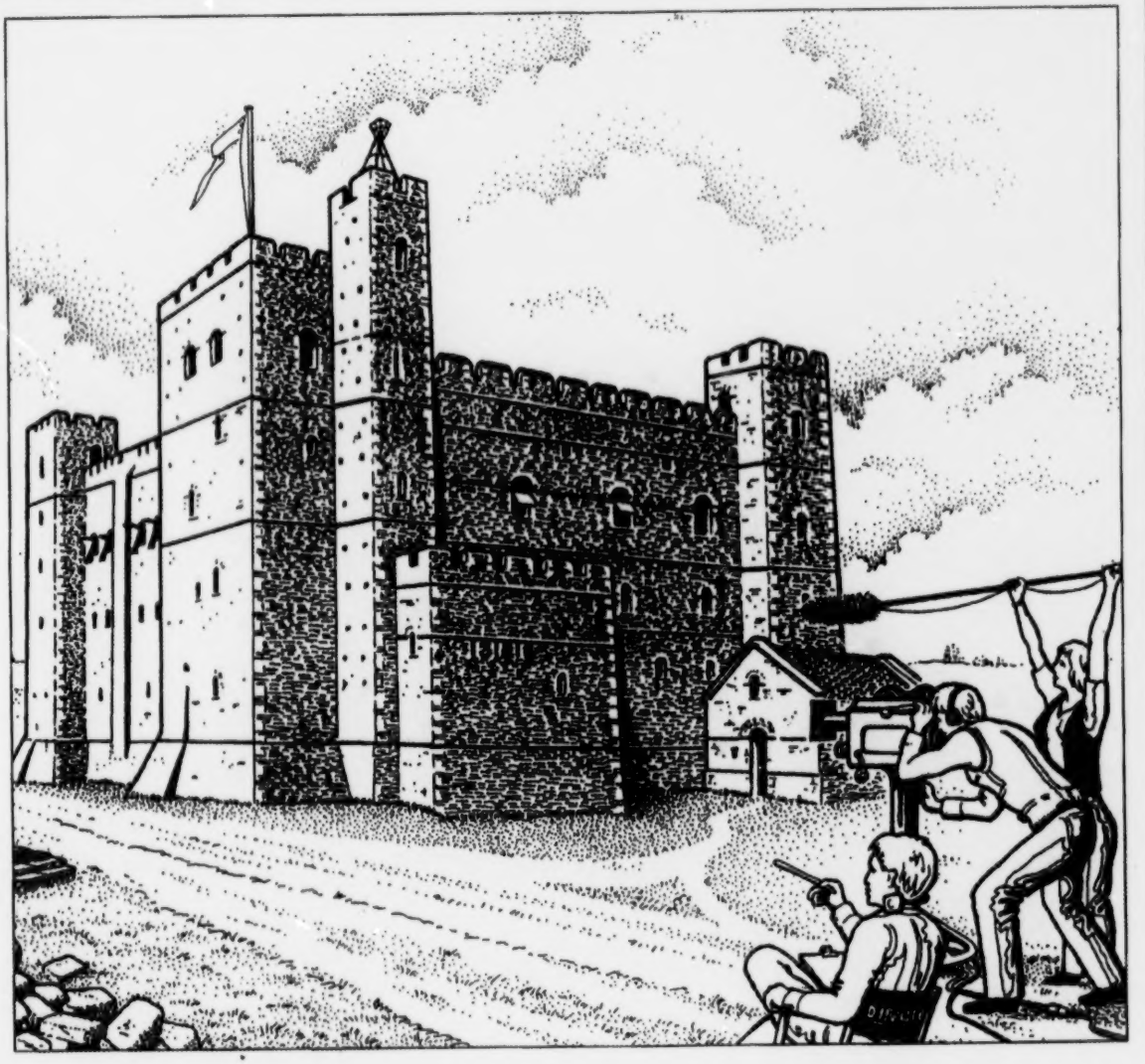
Colchester Castle

A film producer wants to use the castle as a backdrop for a scene in a film about medieval Colchester.

Look closely at the picture and at the castle itself.

Note down all the later additions which will have to be hidden or removed before filming begins.

Mark on the drawing all the things that will have to be put back onto the present Castle to make it look like it does in the picture.



Make a list in words or pictures of all the building materials that will be needed by the film producer to add on the missing parts.

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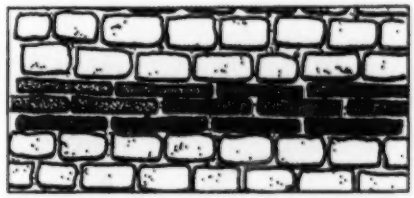
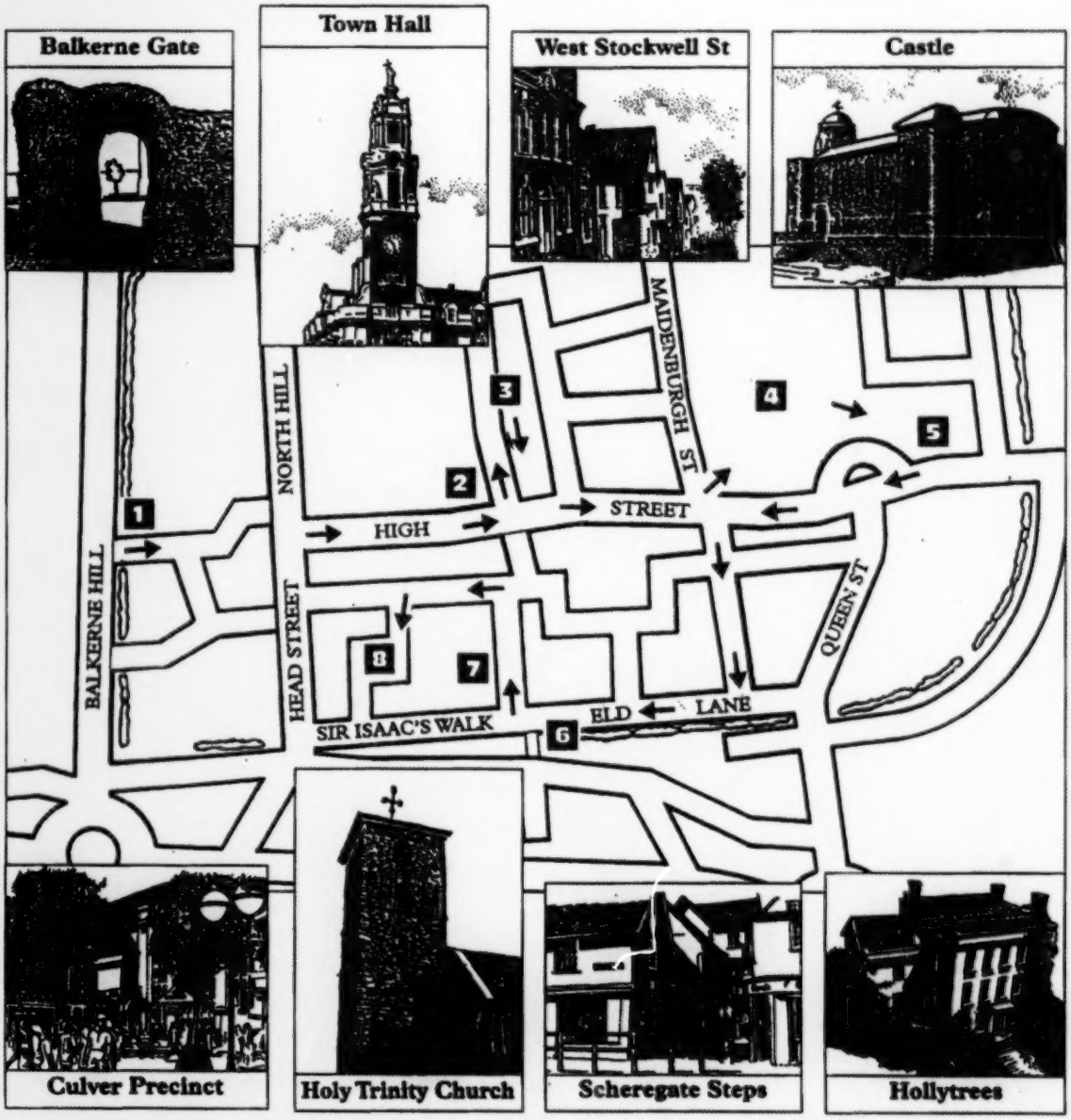
Changing Colchester

People have lived in Colchester ever since the Romans built a town here. As you walk around, look for Roman materials reused by later builders.
Put an **R** on the map whenever you spot Roman building materials being used.

Stop at each of the places marked on the map, and match the pictures shown here to the buildings you can see.
Draw a line from the picture to the right place on the map.



Roman building material looks like this.



Use the other side of this sheet to sketch building materials from two of the buildings.

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ing of Colchester Castle. Suitable for Key Stage 2, Key Stage 3 and adults. Available from the Castle Museum.

The Archaeological Detectives, English Heritage, 1991. 79 minutes. Four programmes showing children applying archaeological methods to investigating buildings, including a Roman site. Suitable for Key Stages 2 and 3.

Investigating Towns, English Heritage, 1994. 30 minutes. Examines how archaeologists find out about a town's past. Suitable for Key Stages 2 and 3, and in-service training.

Looking for the Past and Uncovering the Past, English Heritage, 1994. 58 minutes. Looks at the range of techniques used by archaeologists. Suitable for Key Stages 2 and 3 and adult.

Talkin' Roman, English Heritage, 1996. 20 minutes. Investigates what life was like in Roman Britain using characters from the past and features Roman Colchester. Suitable for Key Stage 2, in-service and initial teacher training.

Teaching on Site, English Heritage,1992. 73 minutes. Introduces approaches to using the historic environment in relation to programmes of study and attainment targets for different key stages over a range of subjects. Suitable for in-service and initial teacher training.
English Heritage videos are available on free loan from English Heritage Postal Sales, PO Box 229, Northampton NN6 9RY.

CD Rom

Castles, Anglia Multimedia, 1994. Suitable for Key Stage 3, GCSE and adult education. This disc introduces a large selection of castles throughout the British Isles. Individual castles can be selected for detailed study, or searched for in the school's locality. Available from English Heritage.

Software

The Roman Conquest of Britain, English Heritage, 1994. Four modules which encourage decision-making based on the facts of the invasion. Suitable for Key Stage 2, and compatible with BBC B and Acorn Archimedes 400 computers.

Posters

A Roman Villa Fading From View, English Heritage, 1995. This full colour poster tells the story of a Roman villa, showing vividly its decline over the centuries. There are explanatory notes and five photocopiable worksheets on the reverse.

Roman Britain Poster Pack, English Heritage, 1997.
ISBN 1-85074-692-3
Eight A3 size posters covering the army, home life, buildings and crafts, together with colour representations of Roman sites. A useful classroom resource for introducing the evidence left behind by the Roman occupation of Britain.

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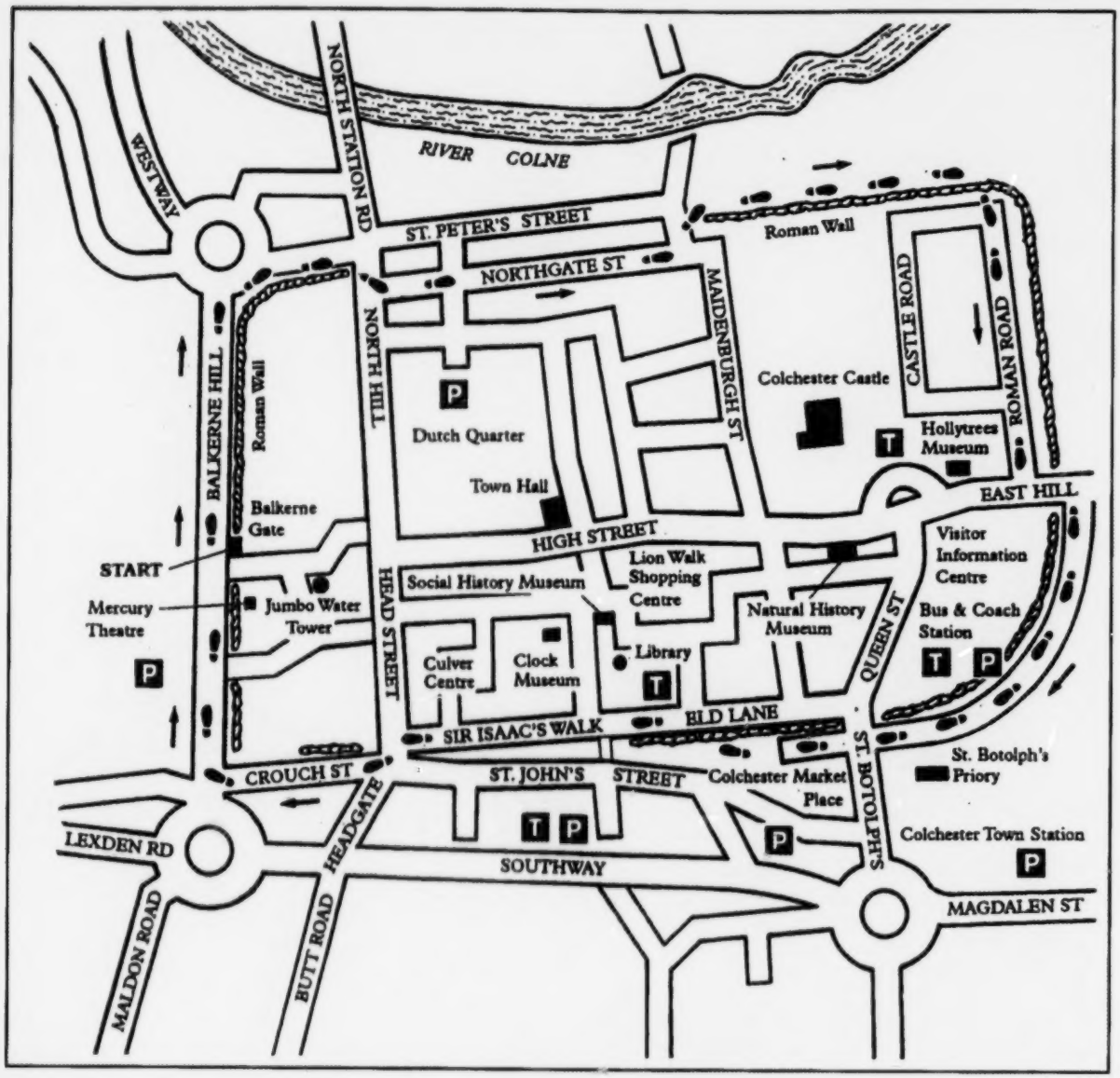
Medical instruments found recently in Colchester, dating to c. AD 50



Modern town centre of Colchester

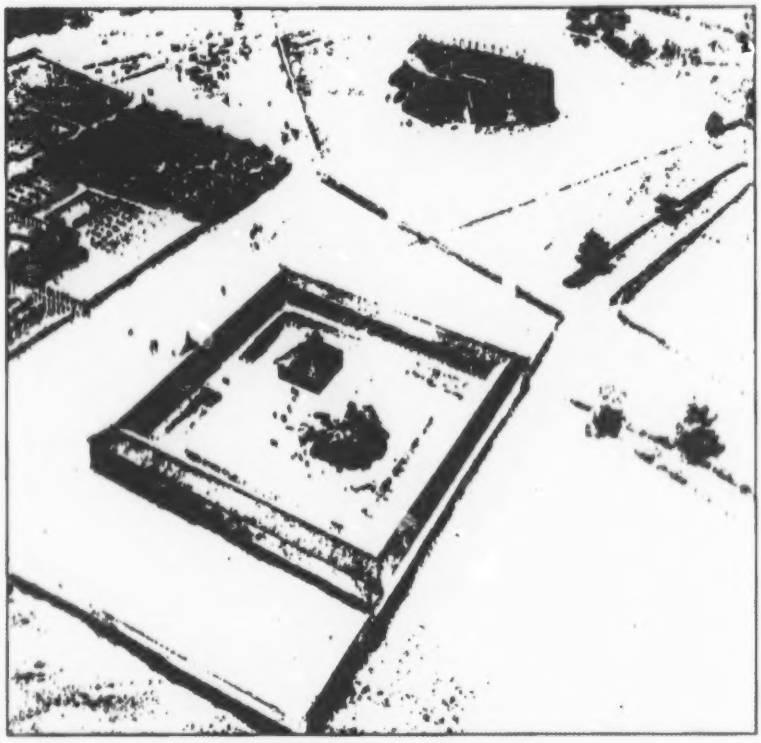
The footprints indicate a suitable walk for a school party exploring Colchester's Roman town walls. The walk can be followed entirely on pavements but many of the roads which must be walked along or crossed are often busy with traffic. Also the walk goes through two small car parks.

Back Cover: Artist's impression of Gosbecks in the second century, by Peter Froste.

ENGLISH HERITAGE

Historic Colchester

A teacher's handbook



Colchester is one of the oldest recorded towns in Britain. It was an established settlement when the Romans arrived and it is closely associated with Cunobelin, Claudius and Boudica, some of the most famous names from that period. The town retains an enormous amount of the physical evidence of its past, including the pre-Roman defence system which surrounded the area, the buried remains of the Romano-British temple and theatre, the Roman city with its massive walls, the Norman castle, and buildings which testify to the effects of the catastrophic siege during the Civil War. This book offers support to teachers who wish to look at aspects of the town's history or to study it over a long period of time. It is also useful for teachers anywhere as a case study of the Roman influence on existing settlements.

ISBN 1-85074-666-4